

PROCEEDINGS

Thirty-Eighth Anniversary Conference

National Association of Student Personnel Administrators

Claremont Hotel
University of California
Berkeley, California

Stanford University
Stanford, California

June 19, 20, 21, 22
1956

P R O C E E D I N G S

Thirty-Eighth Anniversary Conference

of the

NATIONAL ASSOCIATION OF STUDENT
PERSONNEL ADMINISTRATORS

President Dean John E. Hocutt, University of
Delaware
Vice President Dean Donald R. Mallett,
Purdue University
Vice President Dean H. Donald Winbigler,
Stanford University
Secretary-Treasurer .. Dean Fred H. Turner, University of
Illinois

Executive Committee: The Officers and

Dean J. C. Clevenger State College of Washington
Dean Louis D. Corson University of Alabama
Dean John P. Gwin Beloit College
Dean Carl W. Knox Miami University
Dean J. Leslie Rollins Harvard Graduate School of
Business Administration
Dean John H. Stibbs Tulane University
Dean Hurford E. Stone University of California

Dean Arno Nowotny, Placement Officer, University of Texas

Held at

Claremont Hotel
University of California
Berkeley, California

Stanford University
Stanford, California

June 19, 20, 21, 22, 1956

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STATEMENT OF PRINCIPLES

Adopted by the National Association of
Student Personnel Administrators,
34th Anniversary Conference,
Colorado Springs, Colorado.

The position and work of the Student Personnel Administrator is based upon beliefs that education encompasses the student's whole development towards full and balanced maturity, that each student's education is primarily his own responsibility, and that personnel services must function as an integral part of the total college program to further students' progress towards the objectives which the institution holds for them. He plans and works with faculty, staff, and students for recognition of these principles and for the services, programs, and facilities which implement them.

He contributes to students' understanding and acceptance of the standards, requirements and customs of the educational institution. At the same time, he attempts to have changed any policies, practices or situations which interfere with the students' wholesome growth and learning.

He takes an active part in providing competent professional services as they are needed by students in determining their individual goals and in solving the personal problems which are barriers to their educational progress.

Convinced of the need of students for competence and confidence in social relations, he promotes the development of a campus community which provides broad social opportunities for all students. He seeks also to provide opportunity for students to gain experience in democratic living, in self-determination, in cooperative endeavor and in leadership, and from that experience to learn a keen sense of responsibility for themselves and for service to others.

He helps to establish effective communication of student needs, interests and opinions to the faculty and administration, and communication of faculty and administration opinion and policy to students. He encourages personal relationships between student and faculty because he believes the knowledge and understanding gained is vital to the best work of both.

Because the relationship of college students to persons in authority may influence attitudes held through life, he takes active leadership about the discharge of institutional responsibility according to established principles which are clearly stated and insists upon fairness, honesty and due respect for the dignity and welfare of students.

P R O G R A M

THE THIRTY-EIGHTH ANNIVERSARY CONFERENCE

Conference Theme: "The Individual in the Coming Crowd of Students"

TUESDAY, June 19, 1956

10:00 A.M. Registration - Registration and information Desk, North end of main lobby, Claremont Hotel.

REGISTRATION COMMITTEE:

Associate Dean William F. Shepard, Chairman, University of California
 Director Charles O. Decker, University of Idaho
 Assistant Dean Thomas A. Emmet, University of Detroit
 Dean Amos B. Horlacher, Dickinson College
 Assistant Dean Richard E. Hulet, University of Illinois
 Dean Joseph Keane, S. J., Loyola University (Los Angeles)
 Associate Dean Robert Jackson, San Jose State College
 Dean Samuel R. Neel, Jr., Florida State University
 Associate Dean John J. Pershing, Georgia Institute of Technology
 Acting Dean William C. Weir, University of California (Davis)

COMMITTEE ON RECEPTION AND HOSPITALITY:

Dean C. E. Deakins, Chairman, Illinois Institute of Technology
 Dean James G. Allen, Texas Technological College
 Dean Harold M. Bitner, University of Hawaii
 Dean W. V. Burger, Colorado School of Mines
 Dean Vergil S. Fogdall, Lewis and Clark College
 Assistant Dean Robert P. Huff, Stanford University
 Dean William D'O. Lippincott, Princeton University
 Dean Mayne Longnecker, Southern Methodist University
 Dean H. Y. McCown, University of Texas
 Dean Mylin H. Ross, Ohio State University
 Dean William E. Toombs, Drexel Institute of Technology

Note: The members of the Committees on Conference Arrangements and Western Outpost Wranglers will assist the Committee on Reception and Hospitality.

2:00 P.M. Meeting of the Executive Committee - Executive Room.

2:00 P.M. Meeting of Committees and Commissions as called by Chairmen. Room assignments may be made at the Registration and Information Desk.

3:00 P.M. Orientation Meeting for New Deans, New Members and Visitors - Emerald Room.

Chairman: Dean John H. Stibbs, Tulane University, Immediate Past President N.A.S.P.A.

TUESDAY, June 19, 1956 (Con'd.)

Quizzers:

Dean Joseph H. Boyd
Northwestern University
Dean James W. Dean
Coe College
Dean Daryl Hagie
Eastern Washington
College of Education
Dean D. Whitney Halladay
University of Arkansas
Dean George W. Hood
John B. Stetson University
Director Elden T. Smith
Bowling Green State University
Dean Victor R. Yanitelli, S.J.
Fordham University

Answer Men:

Dean Robert W. Bishop
University of Cincinnati
Dean Robert B. Kamm
Agricultural and Mechanical
College of Texas
Dean Tom King
Michigan State University
Dean Arno Nowotny
University of Texas
Dean Juan J. Reid
Colorado College
Dean O. D. Roberts
Purdue University
Director Joseph A. Rock, S. J.
Georgetown University

8:00 P.M. Assembly for Wives of Members - South Porch
Get-together for wives of members; announcements of plans for ladies' program; details on special arrangements and programs for youngsters.

8:00 P.M. First and Opening Session of the 38th Anniversary Conference - Lanai Rooms Nos. 2 and 3.

Presiding: Dean John E. Hocutt, University of Delaware
President of the Association.

Invocation: Dean Anthony C. O'Flynn, S. J.,
Loyola University, (New Orleans)

Speaker: Clark Kerr, Chancellor, University of California,
Berkeley
"The Individual in the Coming Crowd of Students."
(Conference Theme)

Announcements: Dean Hurford E. Stone, University of California

9:00 P.M. Reception: Lanai Rooms Nos. 1, 2, and 3.
For all Deans and their wives.

Entertainment - Refreshments.

Student Entertainers: Robert Albo, Magician,
Members of the University of California Glee Club
and Treble Clef.

WEDNESDAY, June 20, 1956

University of California Campus Day

8:00 A.M. Registration Continued - Main Lobby, Claremont Hotel.

9:00 A.M. Second General Session - 155 Dwinelle Hall, University of California Campus.

Presiding: Dean John E. Hocutt, University of Delaware.

Speaker: John G. Darley, Associate Dean of the Graduate School and Professor of Psychology, University of Minnesota, and Consultant to Carnegie Corporation Project in Higher Education, University of California.
"Diversification in American Higher Education."

10:00 A.M. Coffee Break - Alumni House.

10:30 A.M. Group Discussion No. I, for discussion of Doctor Darley's address.

General Chairman of Group Conferences:

Dean Thomas L. Broadbent, University of California (Riverside).

See chart on Pages xix for Group Assignments, Places of Meetings, Chairmen, Recorders and Interrogators.

The Association has asked that Group Conferences in 1956 be established on a cross section division representing all types and sizes of institutions, as follows:

Group I- Institutions A - C, inclusive (as Akron, University of - Berea College - Case Institute of Technology)

Group II- Institutions D - J, inclusive (as Delaware, University of - Juniata College)

Group III- Institutions K - Ne, inclusive (as Kansas, University of - Nebraska, University of)

Group IV- Institutions Ni - Sa, inclusive (as North Carolina, University of - Santa Clara, University of)

Group V- Institutions Sc - Z, inclusive (as South Carolina, University of - Yale University)

12:15 P.M. Luncheon Session - Campus Cafeteria, Sunlight and Turquoise Rooms. Conference Tables for Discussion of Special Topics.

See listings on Page xi . Sign up at Registration Desk.

WEDNESDAY, June 20, 1956 (Cont'd.)

2:00 P.M. Third General Session - 155 Dwinelle Hall.

Presiding: Dean H. E. Stone, University of California.
President's Address - Dean John E. Hocutt, University of Delaware.
Discussion of President Hocutt's address.

3:00 P.M. First Business Session. Dean Donald R. Mallett, Purdue University, presiding.

Presentation of Committee Preliminary Reports and Special Guests.

1. Cooperating Committee with the United States National Student Association.
Dean T. W. Zillman, University of Wisconsin, Chairman.
Stanford L. Glass, President, U.S.N.S.A.
K. Wallace Longshore, Past Vice President, U.S.N.S.A.
2. Cooperating Committee with National Association of Foreign Student Advisers.
Dean Gordon J. Klopff, State University Teachers College, Buffalo, Chairman.
Associate Dean Leo R. Dowling, Indiana University, President of N.A.F.S.A.
William Houston Miller, Assistant Foreign Student Adviser, University of California.
3. Committee on Merit Scholarships.
Dean Arno J. Haack, Washington University, Chairman
Doctor John M. Stalnaker, President, National Merit Scholarship Corporation, Evanston, Illinois.
4. Cooperating Committee with National Interfraternity Conference.
Dean Glen T. Nygreen, Kent State University, Chairman.
Mr. Horace G. Nichol, New York, New York, Chairman, N.I.C.
Mr. Francis S. Van Derbur, Denver, Colorado, Vice Chairman.
Mr. Roland Maxwell, Pasadena, California, Member, Executive Committee
Mr. Clyde S. Johnson, Philadelphia, Pennsylvania, Member, Executive Committee.

5:00 P.M. Adjournment.

7:30 P.M. Annual Banquet - Salem Room, Claremont Hotel. (Informal dress)
Dean John E. Hocutt, presiding.

Invocation: Dean James C. McLeod, Northwestern University

Toastmaster: Dean E. L. Cloyd, North Carolina State College.
Introduction of Guests.

Music - The Griller Quartette, String Ensemble of the University of California.

Speaker: Gordon S. Watkins, Provost, University of California, Riverside. "Education for a World in Transition"

THURSDAY, June 21, 1956

Stanford Campus Day

- 8:00 A.M. Depart from Claremont Hotel and Administration Building, University of California, by Greyhound Buses.
- 9:02 A.M. Cross Bay on Richmond Ferry.
- 10:10 A.M. Arrive Muir Woods, famous Red Wood Grove.
- 11:00 A.M. Depart from Muir Woods for Stanford University, via Golden Gate Bridge, Lands End, Cliff House, Golden Gate Park, and Sky Line Boulevard.
- 1:00 P.M. Arrive Stanford University. Box Lunch at Bowman Alumni House.
- 2:00 P.M. Fourth General Session - Cubberley Auditorium.
- Presiding: Dean H. Donald Winbigler, Stanford University.
- Speaker: W. H. Cowley, David Jacks Professor of Education, Stanford University.
"Student Personnel Services in Retrospect and Prospect"
- 3:00 P.M. Group Discussion No. II, for discussion of Professor Cowley's address.
See chart on Pages xx, for Group Assignments.
- 4:00 P.M. Reassemble at Cubberley Auditorium for tour of Stanford Campus.
- 5:00 P.M. Depart by bus for San Francisco and Berkeley.
- (Free evening for optional sight-seeing.)

FRIDAY, June 22, 1956

- 7:30 A.M. Breakfast at Berkeley Breakfast Club, Shattuck Hotel.
Special sign-up. Details will be announced in advance by Dean H. E. Stone.
Remainder of Program at Claremont Hotel.
- 9:00 A.M. Fifth General Session - Blue and Gold Room.
- Presiding: Dean Donald R. Mallett, Purdue University.
- Reports of: Commissions
Convention Committees
Continuing Committees
Association Business

FRIDAY, June 22, 1956 (Cont'd.)

12:30 P.M. Luncheon Session - Horizon Room

Presiding: Dean John E. Hocutt, University of Delaware.

Invocation: Dean Arden O. French, Louisiana State University.

Speaker: Austin H. MacCormick, Professor of Criminology,
University of California, Berkeley.
"The Nonconformist in the Crew-Cut Crowd."

2:30 P.M. Sixth and Final Session - Blue and Gold Room

Presiding: Dean John E. Hocutt, University of Delaware.

Concluding Business Session.

Adjournment.

NOTE: Immediately after adjournment, the Officers and Executive Committee for 1956-57 will meet at place to be announced.

TOPICS FOR LUNCHEON TABLES, WEDNESDAY,
June 20, 1956

Sign up in advance at Registration Desk for your Choice. Names listed are Table Moderators. Additional topics may be added if desired. See Chairman Gary R. Schwartz.

1. Activities Administration - Dr. Jack Yuthas, Colorado Agricultural and Mechanical College.
2. Disciplinary Problems I - Assistant Dean John W. Truitt, Michigan State University.
3. Disciplinary Problems II - Mr. Thomas Shrewsbury, San Francisco State College.
4. Disciplinary Problems III - Assistant Dean B. A. Zinn, Agricultural and Mechanical College of Texas.
5. Dormitory Problems I - Dean W. L. Penberthy, Agricultural and Mechanical College of Texas.
6. Dormitory Problems II - Director James E. Foy, Alabama Polytechnic Institute.
7. Dormitory Problems III - Assistant Dean Roland D. Patzer, Kent State University.
8. Foreign Students - Dean Jorgen S. Thompson, Augustana College.
9. Fraternity Problems I - Dr. Jerry Wulk, University of Southern California.
10. Fraternity Problems II - Dean Laurence C. Woodruff, University of Kansas.
11. Fraternities Deferred Rushing - Dean Frank C. Baldwin, Cornell University.
12. Graduate Work in the Field - Dean Robert H. Shaffer, Indiana University.
13. Housing Shortages - Dean Donald K. Anderson, University of Washington.

TOPICS FOR LUNCHEON TABLES, WEDNESDAY.
June 20, 1956 (Cont'd.)

14. National Students Association - Dean T. W. Zillman, University of Wisconsin.
15. Orientation Programs - Dean J. W. Rollins, East Texas State Teachers College
16. Professional and Honorary Organizations - Dean W. A. Medesy, University of New Hampshire.
17. Special Problems of Urban Institutions - Director J. Don Marsh, Wayne University.
18. Special Problems of Technical and Engineering Institutions - Director John R. Weir, California Institute of Technology.
19. Student Financial Aid (Loans and Scholarships) - Assistant Dean Ad Brugger, University of California at Los Angeles.
20. Student Government, Authority of - Director Donald M. DuShane, University of Oregon
21. Student Health Services - Dean J. J. Somerville, Ohio Wesleyan University.
22. Student Union Relationships - Dean John H. Stibbs, Tulane University.
23. Traffic and Parking Control - Dean W. B. Rea, University of Michigan.

ROSTER OF COMMITTEES

Conference Reporter - Mr. Leo Isen, Chicago, Illinois

Conference Program Chairman - Dean H. Donald Winbigler, Stanford University

Committee on Conference Arrangements

Dean H. E. Stone, Chairman, University of California
 Dean Stanley C. Benz, San Jose State College
 Dean John L. Bergstresser, San Francisco State College
 Dean Raymond Kelley, S. J., University of Santa Clara
 Dean Lysle D. Leach, University of California, Davis
 Dean Francis A. Moore, S. J., University of San Francisco
 Associate Dean William F. Shepard, University of California
 Dean H. Donald Winbigler, Stanford University

Western Outpost Deans Wranglers

Dean Donald K. Anderson, University of Washington
 Dean Byron H. Atkinson, University of California, Los Angeles
 Dean Thomas L. Broadbent, University of California, Riverside
 Dean William D. Carlson, University of Nevada
 Dean J. C. Clevenger, State College of Washington
 Director Donald M. Dushane, University of Oregon
 Dean Bernard L. Hyink, University of Southern California
 Dean Dan W. Poling, Oregon State College
 Dean Lyle G. Reynolds, Santa Barbara College

ROSTER OF COMMITTEES (Cont'd.)

Committee on Nominations and Place

(Made up of all Past Presidents in attendance, plus three members elected by the Association. The senior Past President present serves as the Chairman.)

Dean Scott H. Goodnight, University of Wisconsin	1919 (1), 1928 (10)
Dean Floyd Field, Georgia Institute of Technology	1927 (9)
Dean W. E. Alderman, Miami University	1936 (18)
President D. S. Lancaster, Longwood College	1937 (19)
Dean D. H. Gardner, University of Akron	1938 (20), 1939 (21)
Vice President J. J. Thompson, St. Olaf College	1941 (23)
Vice President J. H. Julian, University of South Dakota	1944 (26)
Dean Arno Nowotny, University of Texas	1947 (29)
Dean E. L. Cloyd, North Carolina State College	1948 (30)
Dean J. H. Newman, University of Alabama	1949 (31)
Dean L. K. Neidlinger, Dartmouth College	1950 (32)
Dean Wesley P. Lloyd, Brigham Young University	1951 (33)
President A. Blair Knapp, Denison University	1952 (34)
President Victor F. Spathelf, Ferris Institute	1953 (35)
Dean Robert M. Strozler, University of Chicago	1954 (36)
Dean John H. Stibbs, Tulane University	1955 (37)

Elected Members

Dean Frank C. Baldwin, Cornell University
 Director Donald M. Dushane, University of Oregon
 Dean Glen T. Nygreen, Kent State University

Alternates

Dean Arden O. French, Louisiana State University
 Dean E. Francis Bowditch, Massachusetts Institute of Technology
 Dean L. Dale Faunce, State University of Iowa

Committee on Luncheon Tables

Dean Gary R. Schwartz, Chairman, Mankato State Teachers College
 Dean E. Glynn Abel, Southwestern Louisiana Institute
 Dean W. P. Shofstall, Oregon State College
 Director Mark W. Smith, Denison University
 Dean Leslie H. Tucker, Bradley University

Committee on Resolutions

Dean Geary Eppley, Chairman, University of Maryland
 Dean A. J. Blackburn, Howard University
 Dean D. H. Gardner, University of Akron
 Counselor Robert G. Gordon, University of Southern California
 Dean David L. Harris, Ripon College
 Dean Noble B. Hendrix, University of Miami
 Dean Guy T. McBride, Rice Institute
 Dean H. W. Melvin, Northeastern University

ROSTER OF COMMITTEES (Cont'd.)

Committee on Resolutions
(Cont'd)

Dean George B. Peters, University of Pennsylvania
Dean Dan W. Poling, Oregon State College
Director Louis A. Toepfer, Harvard Law School
Dean L. C. Woodruff, University of Kansas

Liaison Committee with N.C.C.F.S.

Dean William A. Medesy, Chairman, University of New Hampshire
Dean Robert W. Bishop, University of Cincinnati
Dean Robert S. Hopkins, University of Massachusetts

Joint Committee on Student Discipline, Principles and Procedures
(With National Association of Deans of Women and American College Personnel Association.)

Junior Dean William S. Guthrie, Chairman, Ohio State University
Dean Carl W. Knox, Miami University
Director Joseph A. Rock, S. J., Georgetown University

Committee to Work in Cooperation with A. C. E.

Dean Robert M. Strozier, Chairman, University of Chicago
Dean A. J. Blackburn, Howard University
Dean E. Francis Bowditch, Massachusetts Institute of Technology
Dean Paul C. Eaton, California Institute of Technology
Dean Daniel D. Feder, University of Denver
Dean D. H. Gardner, University of Akron
Dean John H. Stibbs, Tulane University
Dean William Tate, University of Georgia
Dean Ralph A. Young, College of Wooster

Committee to Work with the A.I.A. Housing for Single and Married Students

Dean Frank C. Baldwin, Chairman, Cornell University
Assistant Dean Mark Barlow, Cornell University
Dean E. R. Durgin, Brown University
Dean Noble B. Hendrix, University of Miami
Dean A. H. Kiendl, Dartmouth College
Dean L. C. Woodruff, University of Kansas
Director John M. Yarbrough, Stanford University

Cooperating Committee with U.S.N.S.A.

Dean T. W. Zillman, Chairman, University of Wisconsin
Assistant Dean Frank Dowd, University of Rochester
Dean James E. Foy, Alabama Polytechnic Institute
Assistant Dean R. E. Hulet, University of Illinois
Dean Guy T. McBride, Rice Institute

ROSTER OF COMMITTEES (Cont'd.)

Cooperating Committee with U.S.N.S.A.
(Cont'd.)

Assistant Dean Martin L. Snoke, University of Minnesota
Dean Harold E. Stewart, Wayne University
Dean H. J. Wunderlich, Kansas State College

Cooperating Committee with National Interfraternity Conference

Dean Glen T. Nygreen, Chairman, Kent State University
Dean Byron H. Atkinson, University of California, Los Angeles
Dean Daniel D. Feder, University of Denver
Dean Robert S. Hopkins, University of Massachusetts
Dean Donald R. Mallett, Purdue University
Assistant Dean William S. Zerman, University of Michigan

Committee on Memberships of Liberal Arts Colleges

Dean Summer J. House, Chairman, Carroll College
Dean David L. Harris, Ripon College
Dean Ralph A. Young, College of Wooster

Committee on Training Residence Hall Administrators

Dean Clifford Houston, Chairman, University of Colorado
Dean Boniface J. Axtman, St. John's University
Dean Robert B. Cox, Duke University
Director N. Ray Hawk, University of Oregon
Dean Tom King, Michigan State University
Dean R. R. Oglesby, Florida State University
Assistant Dean Calvin S. Sifferd, University of Illinois
Dean Frank J. Simes, Pennsylvania State University

Committee to Cooperate with N.A.F.S.A.

Dean Gordon J. Klopff, Chairman, State University Teachers College, Buffalo
Dean Wray H. Congdon, Lehigh University
Dean Arno J. Haack, Washington University
Dean Wesley P. Lloyd, Brigham Young University
Dean J. F. McNamara, Duquesne University
Dean N. M. McKnight, Columbia University
Dean Howard V. Mathany, University of New Mexico
Dean W. B. Rea, University of Michigan
Dean J. N. Stauffer, Wittenberg College
Dean H. E. Stone, University of California
Dean E. G. Williamson, University of Minnesota

Committee on Merit Scholarships

Dean Arno J. Haack, Chairman, Washington University
Dean T. W. Biddle, University of Pittsburgh

ROSTER OF COMMITTEES (Cont'd.)

Committee on Merit Scholarships
(Cont'd.)

Dean J. C. Clevenger, State College of Washington
 Dean C. E. Deakins, Illinois Institute of Technology
 Dean Daniel D. Feder, University of Denver
 Vice President Frank Piskor, Syracuse University
 Dean Merrill E. Jarchow, Carleton College
 Dean William D'O. Lippincott, Princeton University
 Vice President Kenneth Little, University of Wisconsin
 Dean Mayne Longnecker, Southern Methodist University
 Dean T. P. Pitre, Massachusetts Institute of Technology

Committee on Public Relations

Mr. Maynard T. Morris, Manager of the Office of Public Information,
 University of California
 Mr. Peter C. Allen, Director of the Stanford News and Publication
 Bureau, Stanford University

 THE COMMISSIONS

Commission No. I
Professional Relationships

Dean B. L. Hyink, Chairman, University of Southern California
 Dean F. C. Baldwin, Cornell University
 Dean C. E. Deakins, Illinois Institute of Technology
 Dean Arno J. Haack, Washington University
 Dean Clifford Houston, University of Colorado
 Dean Glen T. Nygreen, Kent State University
 Dean Robert M. Strozier, University of Chicago
 Dean V. T. Trusler, Kansas State Teachers College
 Dean H. Donald Winbigler, Stanford University

Commission No. II
Principles and Professional Ethics

Director Donald M. Dushane, Chairman, University of Oregon
 Dean Willard W. Blaesser, University of Utah
 Dean George K. Brown, St. Lawrence University
 Dean Maurel Hunkins, Ohio University
 Dean Wesley P. Lloyd, Brigham Young University
 Dean Henry Q. Middendorf, Polytechnic Institute of Brooklyn
 Dean Anthony C. O'Flynn, S. J., Loyola University, New Orleans
 Dean Harold E. Stewart, Wayne University

THE COMMISSIONS (Cont'd.)

Commission No. III

Development and Training of Student Personnel Administrators

Dean Robert H. Shaffer, Chairman, Indiana University
 Assistant Dean B. J. Borreson, Harvard Graduate School of Business
 Administration
 Associate Dean C. V. Bredt, University of Texas
 Vice President John A. Brown, Temple University
 Dean William G. Craig, Stanford University
 Director Roy W. Holsten, University of North Carolina
 Dean Guy T. McBride, Rice Institute
 Dean O. D. Roberts, Purdue University

Advisory Board

Dean John E. Hocutt, University of Delaware
 Assistant Dean J. Leslie Rollins, Harvard Graduate School of Business
 Administration
 Dean John H. Stibbs, Tulane University

Commission No. IV

Program and Practices Evaluation

Dean L. Dale Faunce, Chairman, State University of Iowa
 Dean I. Clark Davis, Southern Illinois University
 Dean D. H. Gardner, University of Akron
 Counselor M. L. Huit, State University of Iowa
 Vice President James Lewis, University of Michigan
 Vice President J. Kenneth Little, University of Wisconsin
 Dean Jack Matthews, University of Missouri
 Dean L. C. Woodruff, University of Kansas.

Commission No. V

Relationship with the field of Social Sciences

Vice President Frank Piskor, Chairman, Syracuse University
 Dean Harold M. Bitner, University of Hawaii
 Dean A. J. Blackburn, Howard University
 Dean Thomas L. Broadbent, University of California, Riverside
 Dean George K. Brown, St. Lawrence University
 Assistant Dean Earl W. Clifford, Syracuse University
 Dean Clifford J. Cravens, State University Teachers College (Oneonta, N. Y.)
 Dean Delmar Leighton, Harvard College

Commission No. VI

Service to the General Educational Effort

Dean E. Francis Bowditch, Chairman, Massachusetts Institute of Technology

(Additional Commission members are to be appointed.)

THE COMMISSIONS (Cont'd.)

Commission No. VII

The Place of Organized Religious Activities in Student Personnel Services

Dean James C. McLeod, Chairman, Northwestern University
Provost Samuel T. Arnold, Brown University
Dean E. Francis Bowditch, Massachusetts Institute of Technology
Dean John P. Gwin, Beloit College
Dean Carl A. Kallgren, Colgate University
Dean Malcolm E. Musser, Bucknell University
Dean John W. Rawsthorne, The Principia
Director Joseph A. Rock, S. J., Georgetown University
Dean Fred H. Weaver, University of North Carolina
Dean W. Lyle Willhite, Knox College

CONFERENCE SCHEDULE

CONFERENCE NO. I

10:30 A.M., Wednesday, June 20, 1956
(Discussion of Doctor Darley's Address)

GROUP I Institutions A-C Room 109 - Dwinelle Hall	Chairman: Dean Malcolm Musser, Bucknell University Recorder: Dean James W. Dean, Coe College Interrogators: Dean W. V. Burger, Colorado School of Mines Assistant Dean Thomas Dutton, University of California Director Elden T. Smith, Bowling Green State University Dean W. B. Sprandel, Albion College Dean Wesley P. Lloyd, Brigham Young U.
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GROUP II Institutions D-J Room 23 - Dwinelle Hall	Chairman: Dean R. C. Beaty, University of Florida Recorder: Counselor M. L. Huit, State University of Iowa Interrogators: Dean Maurice J. Galbraith, University of Illinois, Professional, at Chicago Director D. F. Harder, University of California, Davis Dean John J. Pershing, Georgia Insti- tute of Technology Dean J. E. Williamson, University of Houston Director Victor R. Yanitelli, S.J. Fordham University
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GROUP III Institutions K-Ne Room 111 - Dwinelle Hall	Chairman: Dean Victor T. Trusler, Kansas State Teachers College Recorder: Dean L. L. Martin, University of Kentucky Interrogators: Dean Carl W. Knox, Miami University Dean Jack Matthews, University of Missouri Dean R. R. McAuley, S. J., Marquette Univ. Assistant Dean Ben McGinnis, Kent State University
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GROUP IV Institutions Ni-Sa Room 156 - Dwinelle Hall	Chairman: Dean Frank J. Simes, Pennsylvania State University Recorder: Director N. Ray Hawk, University of Oregon Interrogators: Dean Mark Almli, St. Olaf College Dean W. D. Holdeman, Oberlin College Associate Dean Alan W. Johnson, San Fran- cisco State College Dean Raymond Kelley, S.J., University of Santa Clara
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CONFERENCE NO. I (Cont'd.)
10:30 A.M., Wednesday, June 20, 1956
(Discussion of Doctor Darley's Address)

GROUP V
Institutions Sc-Z
Room 215 -
Dwinelle Hall

Chairman: Dean Harold E. Stewart, Wayne University
Recorder: Dean Jack W. Graham, Southern Illinois University
Interrogators: Dean W. W. Blaesser, University of Utah
Dean W. J. Farrisee, Stevens Institute of Technology
Dean Robert G. Gordon, University of Southern California
Dean H. Y. McCown, University of Texas
Dean T. W. Zillman, University of Wisconsin

CONFERENCE NO. II
3:00 P.M., Thursday, June 21, 1956
(Discussion of Doctor Cowley's Address)

GROUP I
Room - CUBBERLEY
AUDITORIUM

Chairman: Dean John F. McKenzie, Boston University
Recorder: Dean William Stielstra, Alma College
Interrogators: Dean Frank C. Baldwin, Cornell University
Dean James E. Foy, Alabama Polytechnic Institute
Dean John P. Gwin, Beloit College
Dean Dale E. Strick, Carnegie Institute of Technology

GROUP II
Room 35 -
CUBBERLEY HALL

Chairman: Dean A. J. Blackburn, Howard University
Recorder: Dean Lillian A. Comar, Hillsdale College
Interrogators: Dean Forrest D. Brown, Fresno State College
Dean E. E. Stafford, University of Illinois
Director Joseph Yott, University of Detroit

GROUP III
Room 61 -
CUBBERLEY HALL

Chairman: Richard Hulet, University of Illinois
Recorder: Dean J. K. Huston, Lewis & Clark College
Interrogators: Dean L. F. Duggan, Michigan College of Mining and Technology
Director Ellis Guillory, McNeese State College
Dean W. A. Medesy, University of New Hampshire
Dean J. R. Switzer, Mississippi Southern College

CONFERENCE NO. II (Cont'd.)

3:00 P.M., Thursday, June 21, 1956

(Discussion of Doctor Cowley's Address)

GROUP IV
Room 63 -
CUBBERLEY HALL

Chairman: Dean C. B. Boocock, Rutgers University

Recorder: Dean J. J. Somerville, Ohio Wesleyan
UniversityInterrogators; Dean T. W. Biddle, University of
PittsburghAssistant Dean R. P. Huff, Stanford
UniversityAssistant Dean Joe W. Miller, Northwestern
UniversityAssistant Dean C. M. Pike, Jr., Northern
Illinois State CollegeCounselor L. D. Walter, San Jose State
College

GROUP V
Room 57 -
CUBBERLEY HALL

Chairman: Dean Joseph C. Clarke, Trinity College

Recorder: Dean James G. Allen, Texas Technological
CollegeInterrogators: Dean William G. Craig, Stanford
UniversityDean Ralph E. Dunford, University of
TennesseeDirector Ben A. Sullivan, University of
Wisconsin, MilwaukeeAssistant Dean Robert Waldo, University of
Washington

ORIENTATION MEETING

TUESDAY AFTERNOON, JUNE 19, 1956

The Orientation Meeting for New Deans and New Members of the Association, held in conjunction with the Thirty-Eighth Anniversary Conference of the National Association of Student Personnel Administrators, in the Emerald Room, Claremont Hotel, Berkeley, California, June 19-22, 1956, convened at three-ten o'clock, Dean John H. Stibbs, Tulane University, presiding.

CHAIRMAN STIBBS: Ladies and Gentlemen: This is the first meeting on the formal program.

If I may introduce myself, I am Jack Stibbs of Tulane University. I have been asked to serve as Chairman of this Orientation program, and I should at the outset, speaking for President Hocutt and the members of the Executive Committee, I should like to wish all the new members and the guests of the Association a warm welcome. We are certainly very happy to have you with us. We hope that you will enjoy the sessions, and perhaps more important, get acquainted with the older members of the Association.

Tom Dutton, at the door, has volunteered to be our general assistant today, and he has passed out green ribbons. It is customary in our Association for the new members to consider themselves Freshmen Deans, and the senior members of the Association, the older members, try to be as friendly and gracious as possible. I hope we will be to all the Freshmen that we have at the meeting.

This Association is an ancient one. This is the thirty-eighth session. It was once called the National Association of Deans and Advisers of Men, as many of you know. Then along came this super-duper Dean of Students, and Vice President of Student Affairs, and Assistant Provost, as Assistant Deans, and then women became Deans of Students, and then the whole world changed. (Laughter)

So we got into this rather heavy title -- I do not know whether you think it is heavy or imposing -- the National Association of Student Personnel Administrators. That is how we are known, and most of us feel this is about the only term we can use to cover Vice Presidents, Deans, Counselors, Advisers, women, and so on. (Laughter)

In the beginning of the program we have a Statement of Principles, the idea being that people who are associated in our work are devoted to welcoming students, correcting students, preparing them for classroom work, seeing that the comptroller of the University is reasonable about providing services to the students.

We guarantee that the individual, of course, which is the theme of this convention, be given every consideration in these great groups that we have with us, and certainly have before us in the coming next twenty years.

Generally, the work of the Association turns about one annual meeting at which there are invited general speakers, and work shop meetings, and get-togethers of one kind or another, to exchange ideas.

However, I should like to make the point that the work of the Association continues throughout the year, with standing committees and commissions which are enumerated, listed in the program. Some of these commissions and committees work with other professional societies. One works for the in-service training program, particularly for younger members of the Association, and duties of that kind.

Perhaps, as Chairman now, I have said enough. The arrangement that has been set up here is one whereby some senior Deans of Students are going to pose as Answer Men, and I have asked them to sit forward here, and here they are before you. If I may introduce these gentlemen to you:

This is Dean O. D. Roberts of Purdue; Dean Bob Kamm of Texas A. and M.; Dean Tom King of Michigan State; and Dean Bob Bishop of Cincinnati.

Those are our wise men. Not three wise men; four wise men. (Laughter) The others did not appear, so we have four.

Then we have a number of Quizzers. I had a note from Halladay from Arkansas that he would not be able to be with us. Dean Joseph H. Boyd is here. Would you stand, please? Dean Boyd of Northwestern. Dean Dean -- sounds like King King, but so it is -- Dean Dean of Coe College; Dean Hagie of Eastern Washington; Dean George Hood of Stetson

University; Director Elden Smith of Bowling Green State University; and those are the Quizzers. They are supposed to be ready with questions, and the men forward are ready with the answers.

It has been customary at this Orientation Meeting, to invite the Freshmen Deans, if they will please, simply to stand and introduce themselves, and just state a word or two about your background, or how you got into this work, how in the world you became a Student Personnel Officer, and I should like very much to proceed in this manner at this time

But before I go on, let me introduce our able secretary who has been with us for many, many years, Mr. Leo Isen.

I am wondering if the first Freshman Dean, forward on this side, would not introduce himself, say a word or two, and let's pass it around the group.

... Each of the "Freshmen Deans" in turn arose and introduced himself to the delegation with a brief comment on how he had arrived at his position ...

CHAIRMAN STIBBS: We certainly thank you all very much for participating this way and introducing yourselves.

What the Dean of Students or Director of Students does on the campus of course is a mystery to many people. I know my first title -- and I do not know why they changed it -- was Director of Student Life. When they appointed me to this position the Chancellor sent out some little cards to my friends with that information. My friend, Bill Taylor at UCLA in the English Department, wrote a note back to me and said, "Dear Jack, congratulations on your new position. What is this student life? Does this have anything to do with the student life that you and I led?" (Laughter)

Well, that brings up the whole business of what we are about, generally, as we all know, and the whole business of education, whether it is our in-service work, in meetings, or in school, in-service, as the British say, is somewhat chancey.

So with the many questions we have in mind, I think we will turn now to our Quizzers and Answer Men. Can I first call on Mr. Boyd, of Northwestern. Mr. Boyd, will you provide us with a question?

DEAN JOSEPH H. BOYD (Northwestern University): I will be glad to.

I have read some of the proceedings of this Annual Meeting. I think they are very educational and inspirational, and often very entertaining. But I would like to know, how do you go about obtaining a complete number of these in terms of past years? Are they available at cost, or in some way from somebody? I have read two or three and have wanted to read others, and I think they are a very valuable part of these meetings, to reflect upon and read. How can you obtain these, and where do you write, and what is the cost?

CHAIRMAN STIBBS: Our National Secretary should be here to answer this.

DEAN O. D. ROBERTS (Purdue University): Write to Fred Turner, Dean of Students, University of Illinois. Fred does have some extra copies available, particularly for recent years. The cost, I do not know, Joe. I could not answer that for you.

DEAN ROBERT W. BISHOP (University of Cincinnati): There is another way. Those volumes that you do not have, some of us who have been in this thing quite some years could supply you, loan you ours for reading. That would be another way of doing it, picking up and filling in the years.

CHAIRMAN STIBBS: Yes. I am sure we could sweep the whole string if necessary through the senior members of the Association, but I know that Fred Turner does have a generous supply of the proceedings from recent years.

All right, second question. Mr. Dean of Coe College.

DEAN JAMES W. DEAN (Coe College): This was unfair, I think, because I had a chance for about an hour this morning to ask Bob Bishop, while we were having breakfast, and he is on one end of the panel, and I am on the other, but I want to sense it out. I think it is a fair question. It may be egotistical, but there are a great many Freshmen Deans sitting here in the room, and my question to Bob, and I will direct it back to the panel this morning, is how can a Freshman Dean, coming to this type of organization, whether he is from a Junior College, or he is down the line in rank as an "Assistant to", or he is a counselor, how can he become a part of this

national organization so that he does not stand and feel alone? He wants to contribute and can contribute considerably, what would be the directing factors, on the part of an experienced dean, for Freshmen Deans attending NASPA?

CHAIRMAN STIBBS: How does the Freshman Dean work himself into the organization so that he can get much out of it and so the organization can enjoy the benefit of his attendance?

DEAN TOM KING (Michigan State University): I would suggest, having been a Freshman once and not having accomplished what this gentleman wants to accomplish: First, I think when you first join the organization there will be many questions that will be in your mind, and it is a matter of being sure that you go to all of the meetings, and that you take in as many things as you can while you are there.

Then it is a learning process. I think this is not accomplished in a minute with anyone. Some people are different in this respect than others. It is like everything else. Some people accomplish that more quickly than anyone else does. Someone joins an organization and in five years he is President. Some other person, with the same qualifications, it takes him ten years or maybe he never becomes President.

It is a matter of being friendly and inquisitive. It is a matter of making up your mind, perhaps, when you come what you would like to know, and then to get in touch with someone that you think might have a reasonably good chance of knowing what that is, and visiting with him about it.

One of the things I would recommend to all young people coming in is to select some of the older deans in the different kinds of programs that they may run. I am not sure what Bob's program is, but I am sure it is not like mine. I am sure mine is not like O. D.'s, although I know his program very well. By doing that selection and talking to some of those people, you get a very good idea of what a student personnel program is made up of, and the things that you do, and the things that you face, and I think that is the easiest way to do it, maybe individually, because you may arrive at your conclusion more easily or quickly; and once you get some idea of what it is, then it is a matter of being inquisitive, asking questions, and joining in the conversations. Do not hold back because this is your first time. If you have

something to say, say it. That is my opinion.

DEAN ROBERTS: I would emphasize what Tom has said, Jack. I would say utilize every minute of the meetings. Do not be afraid to stick out your hand and introduce yourself, if we do not do it first, and eat meals with different men, if possible. Go to these luncheon table topics, and I think one of the most productive things that I have found in the organization has been the correspondence following the meetings. You get a clue about some programming idea from someone here at the meeting, and we will exchange letters. I know particularly up in the Big Ten, and other larger state schools, whose size and so on is similar to ours, we have done a lot of correspondence and gotten a lot of ideas where the original clue came from these meetings.

DEAN ROBERT B. KAMM (Agricultural and Mechanical College of Texas): I think that part of the answer is demonstrated in the programming itself, wherein the whole thing is structured so that everybody has an opportunity to be a participant, as compared with many of the other national conferences where a few are participants and the others are listeners. So I think that this is structured in such a way that all of us, each of us, feels a part of it right from the beginning.

As I think of my experience in this group as compared with that in other groups, I think this is a smaller group than some of the others. There is a greater sense of intimacy and closeness among us all.

The newsletter from Fred's office -- all those things help to keep us informed.

I think that probably a lot of it is our own degree of, shall we say, aggressiveness. I do not mean the negative use of it, but we do need to move in and participate. No one will beg us to do it.

DEAN BISHOP: Another thing I think of is this, that those of us who have been in the work for some years have an obligation, as I see it, in the Association to make ourselves available to become acquainted with the younger men, giving spirit and feeling to them in some way -- not artificial at all -- but in a genuine, quiet, easy, informal manner, so that they feel free to introduce themselves, and we introduce ourselves to them.

I have heard a great many younger men say, on occasion, that we were a little afraid to do this; we are young, and so forth. But one of the things we have been doing, I think in the last two or three years certainly, is to have a more informal relationship where the older men kind of get acquainted with the younger men, take the initiative in it, as it were.

But it is a two-way street. Just like the process of learning, it is not only the student, but it is the faculty, and one without the other would not do it. We have to have both of us work at it.

CHAIRMAN STIBBS: All right. My only contribution is this. I remember when I got out of college and went to work in the basement of Marshall Field and Company. There was a very aggressive young general manager down there, whose family had sufficient funds in the company to get him to this high position, and before every sale he would get these poor old beat-up salesladies around in the corner, and scream out to them, "You get out of life just what you put into it."
(Laughter)

That is a comic aspect of the thing, but I suppose that is true and applies to all of us, and certainly it applies to our new members. I certainly hope that you will pitch in wherever possible, and even if you misfire a few times, things will come about and you will find the participation extremely useful.

Let us try Mr. Hagie for a question.

DEAN DARYL HAGIE (Eastern Washington College of Education): Okay. Maybe one or all of you could spend just a minute talking about the committee system within NASPA -- how the committees are chosen, and some of the functions of the committees, how they report back to the organization, and that type of thing. I think there is a lot that the new Dean can get from the committees if it comes back to us.

CHAIRMAN STIBBS: The committees and the commissions, who do the continuing work for the most part through the year, and how they function, and how they might serve the members of the Association. Who wants to take hold of that?

DEAN BISHOP: You are the Past President. You tell

them how that is done. That is your job. (Laughter)

CHAIRMAN STIBBS: That is a fine suggestion, but I refuse to follow it. Who's the chairman? (Laughter)

DEAN TOM KING (Michigan State University): There is an agreement, I believe, that you are more familiar with that than the rest of us.

DEAN KAMM: Yes, it is agreed. (Laughter)

DEAN ROBERTS: We just voted four to one. (Laughter)

CHAIRMAN STIBBS: The committees and commissions are appointed by the Executive Committee of the Association immediately after every Annual Meeting.

Some of these groups actually get together at points throughout the country. Some of them go to meetings or send representatives, one member or another, to meetings of other professional groups, as I have said.

They report at the Annual Meeting. From time to time, when they have reached some decision or have some worthwhile piece of information to pass around, this information goes to the National Secretary, Fred Turner of Illinois, and this is at the request of the committee chairman, and this material is published and disseminated among all members of the Association.

It is pretty hard to generalize exactly how, because they are so different. Commission II, for instance, is on Principles, the principles according to which we try to work in this Association and also which we get back to our schools. This is a commission on which supposedly the individual members of this Commission are sufficiently experienced and senior enough and deeply enough involved in education in this country, to on their own evolve some sort of respectable standards to frame up and suggest to the rest of us. As far as I know, Commission II will meet perhaps only once or twice before and after the national meeting.

Commission III, which is the Commission on the in-service training program, is a very active commission, and originally sponsored what we call the Harvard Seminar for Student Personnel Officers. We have had two of these at

Harvard University now within the last two years. This was an attempt -- inviting each time about 65 Deans of Students or Assistant Deans, Directors, whatever you call them -- to sit in for approximately a week at the Harvard Business School, and apply the case method as used at the Harvard Law School and Business School particularly to our student personnel problems. Cases are submitted by the participants ahead of time, and they are selected by a committee, and in the week's session there are about a dozen cases.

So in the morning you are dealing with Dean Jones and Yanitelli College, or whatever it is, and the athletic college; or Mercy State, and the serious illness of the President's wife, or whatever it might be. But in some way these cases are selected so that people in studying the case can get the feeling of the personal tensions and stresses that go on in administrative work, and in some way or another the feeling is that through working through cases of that kind maybe you can get a little better work out than by simply memorizing the seven different principles of administration: How you ought to follow up, or the long shadow of the bossman, and all these ready-made rules.

About two years ago, last January, there was the first session at Harvard, and the following one last summer. Then we got almost \$50,000 from the Carnegie Foundation to sponsor this work, in-service training program for personnel of officers on a regional basis. So we had the first one this spring at the University of Texas, or at a ranch outside of the University of Texas, and these regional seminars are now more particularly for the younger assistant deans and advisers to students, advisers to the fraternities, and so on. From time to time they will be held, and there is another one being planned at Purdue for this August.

DEAN ROBERTS: August 12 to 18.

CHAIRMAN STIBBS: Yes. So we hope to establish this as a definite in-service training -- our type of in-service training program. Let's say the way the Comptrollers have their workshop at Omaha.

We are doing reasonably well. We first interested the Ford Motor Company, and then the Carnegie Foundation, and then other people. We initiated this business, and now the college presidents have hold of it, and they have a seminar

for presidents at the Harvard Business School, and the second one is going on. But this was our idea originally, and we think it is a pretty good one.

This is an example of a commission that is working regularly. These people are working, and Bob Shaffer of Indiana is the chairman. He is calling a meeting at Harvard or New York or Chicago every month, and commission members are meeting together and then going to the two regional seminars which are being conducted each year.

Perhaps that is sufficient as an answer. They function in many different ways, two of which I have tried to describe.

DEAN HAGIE: Very good.

CHAIRMAN STIBBS: Let us call on Mr. Hood now for a question.

DEAN GEORGE W. HOOD (John B. Stetson University): You anticipated my question in part, by talking about these regional seminars. I would like to preface my question by a testimonial.

I am only a sophomore here, and I have found this organization to be about as friendly an organization as I have been in. The only other meeting I attended was at Roanoke and I was very much a freshman, and I certainly appreciated the older deans going 75 per cent of the way to meet me and making me feel at home.

I would like to ask about the regional organizations that undergird our national organization, because travel budgets do not allow most of us to come to national meetings every year. I know the southeastern deans have a regional organization, and I wondered about other comparable regional organizations.

DEAN JAMES E. WILLIAMSON (University of Houston): We have a state organization in our state. We follow the same name. It is the Texas Association of Student Personnel Administrators.

CHAIRMAN STIBBS: Yes.

DEAN BISHOP: Over in Ohio we have an Association of

deans and we have two meetings a year, one in the autumn, and one in the spring, in various parts of the state, attempting as much as possible to meet on various campuses in the state, to become acquainted not only with the men who serve in those institutions, but with the institution itself in some ways. So that is operating very effectively.

CHAIRMAN STIBBS: Do you have such a group in Michigan, Tom?

DEAN KING: No, we do not have in Michigan, but we have a group that has met at the University of Illinois for many years. We have been meeting there in May. This year we did not meet.

DEAN ROBERTS: Because of this meeting.

DEAN KING: Yes, because we were coming out here, I suppose. But we usually meet early in May; the deans from Illinois, Indiana and Michigan come. It is held out at Allerton. It is very useful, and I suppose we will be back at it again beginning next year. But we did miss this year.

DEAN KAMM: Dean Williamson is the President of the Texas Association of Student Personnel Administrators. He did not want to mention that, but he is President of that group.

CHAIRMAN STIBBS: These groups are not officially organized through the National Association. For instance, we have down south, you know, a Southern Deans of Men Association, and that is the way it goes there.

DEAN JOHN L. BERGSTRESSER (San Francisco State): I might report that this year in January I believe it was Hurford Stone here at the University of California got together a group from the West Coast, which was, I think, the beginning of a regional group meeting here, and we are already planning to meet again next year.

CHAIRMAN STIBBS: This is one of the things I really think the Association might well pick up, and that is reports from these regional meetings, no matter whether it is the Ohio Deans meeting, or the Big Ten meeting at Allerton, or the Southern Deans of Men, or the California meeting. It might be well if we could have a refined, short statement of the best thinking accomplished in these regional meetings, or suggestions and so on.

This, however, is something that has not been done, Bob, so far as I know.

DEAN KING: No it has not.

DEAN ROBERTS: They might look forward to -- I know many of the men in the room are from the West Coast. There are to be four of those regional seminars, like the Harvard Seminar, and there is to be one here on the West Coast some place, probably next year, and also one on the Atlantic Seaboard some place.

CHAIRMAN STIBBS: I would like to make it clear that these seminars, so-called, that we have had for the last two, or two and a half years, at the present time I should say constitute the only in-service training that the Association sponsors. However, it is not the view of the Association that this be the only in-service training program.

For one thing, we have hoped that we could get some money from the Foundations so that, let us say, a number of our younger people could spend two, three or six months, or perhaps a year, at places that have types of programs that younger people coming into the business would like to study. The fact is that Carnegie Foundation has been approached and at least paid some attention to this suggestion.

Do any of the other Quizzers have any other questions?

DIRECTOR ELDEN T. SMITH (Bowling Green State University): This is a kind of double-barreled question. I am not aware of whether the Association sponsors any kind of research, investigation, and writing about personnel problems, and I am also not aware of the publications of the Association, whether there is a journal or whatever. I do not know.

CHAIRMAN STIBBS: Would you like to speak to this point, O.D., or Bob?

DEAN KAMM: Of course, the proceedings, that have already been mentioned, are available, and they include all of the conference activities.

There have been individual reports of committees and commissions that have been published, and of course, Fred Turner's publication, that is of a very informal nature.

But I would refer it to Fred Turner, wouldn't you? I think Fred might have some materials that have been distributed in past years. Some of you gentlemen might know at this point.

DEAN ROBERTS: The NASPA "Breeze" has called our attention many times to things that have been written by various members of the Association, or put out through the schools which they represent.

DEAN KAMM: That is true.

DEAN ROBERTS: If the supply is sufficient, you have been invited to correspond and get copies of them. He serves as a clearing house, more than any direct publication through the Association, except for the proceedings.

DEAN KING: All your research I think is done by individuals. No research is done as an organization, but much of the research done by individuals will be published, and Fred will tell you whether it is available or not, and when it is available.

CHAIRMAN STIBBS: The answer to your question is: no, there is no official sponsorship of research in the field of student personnel work; but yes, in the sense that we have a kind of clearing house through the National Secretary, who reports new publications by individual members.

DEAN WILLIAMSON: I think at this point it would be fitting to tell why Fred is not here.

CHAIRMAN STIBBS: Yes. I will tell you what I would like to do. I know the members of the Executive Committee have come out of session now. Let me see if I can get them in here. John, will you bring in the members of the Executive Committee, please?

The Executive Committee has been in session, and I would like to introduce the members who have come in at this time.

This is John P. Gwin of Beloit College. Johnny, will you stand, please?

This is Louis D. Corson of the University of Alabama coming in.

This is Carl Knox of Miami University. Who have I missed, Johnny?

PRESIDENT HOCUTT: I do not know whether any others got in or not.

CHAIRMAN STIBBS: Last but not least, let me introduce you to our President, Dean John Hocutt of Delaware. John, may I ask you to say a few words to the group at this time?

PRESIDENT JOHN E. HOCUTT (University of Delaware): Jack, I do not want to interrupt what I understand has been a good session so far.

I would simply extend a personal welcome to the wearers of the green, and say that I hope to meet you individually during the next few days.

Go ahead with your session.

CHAIRMAN STIBBS: John, we have had one question that you might answer, and that is why Fred Turner is not with us. I thought you might answer that.

PRESIDENT HOCUTT: Fred is not here because of the illness of his mother. This is the first meeting he has missed since 1931, and we certainly miss him, but it was impossible for him to be with us because of complications in his family.

Carl Knox is Acting Secretary in Fred's absence.

CHAIRMAN STIBBS: Thank you, John.

We have a few minutes left here. I thought I would call it off at the end of one good hour, but we have a few minutes left to entertain some questions.

DIRECTOR SMITH: May I ask one more question. I am interested in the scope of the Placement Service. For example, if I am looking for an assistant, or for a head resident, or something, does the Placement Service embrace that kind of thing or how does it function?

CHAIRMAN STIBBS: Would you like to answer this, one of the Answer Men? Bob?

DEAN BISHOP: For a great many years there has been an informal placement service conducted by the Secretary of

this Association, and two years ago, I believe it was, the Executive Committee felt that the growing need experienced by institutions for new personnel deserved the appointment, or needed the appointment of a special person to head up the placement service, and the reference service for institutions. That person currently is Dean Nowotny of the University of Texas. For two years now he has been heading up that informal -- well, it is not altogether informal. It is the formal part of the placement service for the Association now. He is the chairman or director of that service.

PRESIDENT HOCUTT: I might add, if I may, Jack, that from time to time during the year brief sketches about persons who are seeking positions are distributed among the member institutions, as are listings of openings. Dean Nowotny has given us a report of his placement activities for the year. I do not recall exactly the figures, but I think some 25 persons have been placed this year, and he has openings listed ranging from Dean of Students, Dean of Men, to Health Service Director. In other words, these opportunities include all aspects of the student personnel field.

DEAN KAMM: Could I just differentiate a little more between this formal part and the informal placement. I think the informal has gone on for years, and we have often heard the statement, "It isn't what we know as much as who we know." That is one of the nice things about this group, I think, that we do get to know each other and word is passed on to others looking for positions or seeking folks to fill positions.

It sort of has a happy family quality, I think, and I think that informal part of it is perhaps even more important than the formal, although the formal part is highly desirable, and it is handled now in Dean Nowotny's office in the University of Texas.

DEAN BISHOP: Perhaps another word in connection with the placement service ought to be at least mentioned here in passing to the younger men. That is, if you are interested in being considered for a change of status or position, locality, you should get in touch with Arno, and let him know that so he can put your name into the works, so to speak.

DEAN RICHARD E. HULET (University of Illinois): Dean Nowotny has set up a desk next to the NASPA information desk. If you see a man sitting behind it -- he is not really sitting,

he is standing. You can't really miss him. (Laughter) Dean Nowotny will be behind that desk as much of the time as he can. He is called "Shorty" for obvious reasons. (Laughter)

CHAIRMAN STIBBS: We have a kind of formal and informal placement arrangement in the Association. The informal contacts are made at the national meeting, and we did think it was necessary to name one particular officer in the Association to assume the responsibility for the placement work, particularly in the interim, the long period between the national meetings.

All right, another question? We have had questions only from the official Quizzers. Perhaps some of the other people have some questions.

DEAN HAGIE: I have one quick one. Are there only institutional memberships in NASPA, or are there individual memberships?

DEAN BISHOP: Only institutional.

CHAIRMAN STIBBS: So far as I know, only institutional memberships. Is that right, John?

PRESIDENT HOCUTT: That is right. The institution designates the official representative, although this does not limit participation in our annual conferences to one representative of each institution. You will find some institutions here represented by three, four or five individuals. One is the official representative designated by the institution.

DEAN WILLIAMSON: Are the institutions billed for memberships, or do the representatives have to be alert and renew their membership annually?

CHAIRMAN STIBBS: Institutions are billed through the particular officer, is that right?

DEAN ROBERTS: Yes, through the particular representative.

CHAIRMAN STIBBS: You are billed. You do not have to put a reminder on your calendar or anything like that every April 1st.

DEAN HERBERT GATZKE (Western Personnel Inst. and

Claremont College): For those of us who are here as visitors or guests, who are interested in having our institutions become members, what procedure of application do we go through?

DEAN ROBERTS: Send a request for information to Fred Turner.

DEAN ARNO NOWOTNY (University of Texas): Here is a man, and he is on time, but it is Rocky Mountain time. He is on the wrong time. (Laughter as Dean Nowotny brought in Dean Juan Reid)

DEAN JUAN J. REID (Colorado College): My watch says three o'clock. (Laughter)

CHAIRMAN STIBBS: This is another Answer Man, Juan Reid of Colorado. What is the name of that place, Juan? Colorado College. And this is the little man we have been talking about, Shorty Nowotny from Texas, who is the Placement Officer of the Association.

DEAN KING: One thing they did not bring up in this last question. The notice will be sent out for the application for this particular school, and it has to be accepted by the Association.

CHAIRMAN STIBBS: Yes, the application is regularly communicated to all members of the Executive Committee, and must be approved by the Executive Committee, and then formally by the Association itself.

DEAN W. ED. BOSLOUGH (Westmont College): As a new Dean, and a person actually trained in another field, and yet having come into this work and enjoying it tremendously, what are the recommendations for additional work in this type of framework now?

DEAN STIBBS: Which one of our answer men would like to answer that?

DEAN BOSLOUGH: I was trained in religion and that sort of thing, and now I am in Dean's work, and looking forward to additional work in that particular area. What type of graduate work is available, and what are the schools?

CHAIRMAN STIBBS: That is an excellent question. I

am glad you asked it. I do not know the answer, and I do not know of anybody who really knows.

DEAN REID: I think, Jack, one thing, if you could ask to go to one of these regional seminars that NASPA puts on under the guidance of the Harvard Graduate School of Business, I think there will be some more of them, and perhaps if you ask John Hocutt or Dean Shaffer -- he had charge of ours down in Austin -- that would certainly be one way, to attend a seminar. That would certainly be worthwhile.

CHAIRMAN STIBBS: Before you came in we talked about that.

DEAN REID: I am sorry.

CHAIRMAN STIBBS: That is perfectly all right. This does not mean that because we have these seminars, as we call them, studying cases, that we think this is the way to train personnel officers. It is just simply one of the ways we have latched on to, and those of us who have attended are enthusiastic about it, and it is the one that has been sufficiently unique to get money out of the Carnegie Foundation.

DEAN KING: I wonder if that is his question. I wonder, do you mean, what should be your educational background if you are to stay in this field, with the possibility that you might be applying for jobs through some of these deans or something like that.

DEAN BOSLOUGH: I have been trained in another field actually, and now I am in this field, and I just want to get as much background and orientation as I possibly can. What can I do now? I mean, of course, I am working a lot by practical experience, but there must be some other way to learn some of these things. (Laughter)

DEAN BISHOP: Of course, there are a variety of ways of approaching training in this field, as I see it. I am one who believes that it is always helpful, irrespective of what our major fields have been, to refresh ourselves, or even to take formal course work occasionally in the summertime, or a semester's work, or a year's leave of absence, for that kind of work in the general field in which we are engaged.

Now it is true that history, mathematics and science-- my background is in the field of science and psychology both --

but there are a great many things in human relationships that a science background would contribute to. Philosophy and religion certainly. There are certain other things that ought to go along with that, as I see it, and it would be helpful. Not all of us are able to do some of those things, and to take refresher courses or additional advanced work. But certainly work in the field of psychology and of educational measurements-- and I do not mean to speak in that regard to be a psychiatrist or anything like that, but to have an understanding so that proper interpretation and discussion can be brought to bear upon individual problems.

As I view the whole thing, Mr. Chairman, we are not doing quite enough work in the formal side of this whole business that we ought to do. Certainly if you go to a doctor, you want a man who has had a good background in the healing arts of medicine

It seems to me that we are dealing with all the mental, physical, psychological and religious aspects of men and women. We are dealing with all of those, not just one of them. Therefore, we need occasionally, it seems to me, to take it on. Those of us who have had advanced work never get through doing some of these things as I see it. I believe some of those courses would be supplemental and helpful to the background that we already have.

DEAN KAMM: Of course we all recognize that our different jobs vary. Some of us may be in full time coordination and development of a program. Some of us may be doing a good deal of personal counseling. I do not know of a single course that trains in student personnel administration, per se.

We draw from many fields, as has been pointed out, from philosophy, from religion, from administration in higher education, and so on. But there are a few experiences which I believe would tend to give us the over-view. There are some student personnel administration workshops. For example, the University of Denver has one this summer with Dan Fetter, which would give an over-view, and an appreciation of some of the related fields. Something like that certainly we would recommend, I am sure.

Then of course the literature. There are a few publications which tend to give this over-all experience. One of them is the Personnel and Guidance Journal, which is put out

by the American Personnel and Guidance Association. To me, it is the best single one to give us an overall orientation to the various student personnel fields. It aims at doing that.

There may be an article on student publications one month, one on student health, one on counseling, one on discipline, one on student activities, one on fraternities. So I think that that one Journal, in my way of thinking at least, is the best single journal.

Then I would suggest this other thing of watching for a few of these workshops aimed at overall orientation.

DEAN BOSLOUGH: Where would one be most likely to see that sort of thing advertised?

DEAN KAMM: It is advertised I know in this one journal of which I speak.

Now the University of Denver workshop is coming up this summer. I believe they have them every summer, don't they?

CHAIRMAN STIBBS: I think that once you get in this Association, and your name is on the mailing list, you receive communications from most -- I would not say all, but most of these activities that are going on.

DEAN ROBERTS: I would add one other thing. I do not think any of us are ever in the field long enough, or too long, that it does not help occasionally to go back and read one of the good basic textbooks. At least parts of it. Sort of ties together again some general principles which may not apply to any given particular problem you have, but at least it sets your framework of thinking.

DEAN KAMM: Take Wrenn's book, "Student Personnel Work in Higher Education." Strain has a recent book out -- what is the name of that one? "Steeper Teaching," which is a different approach to it. Some of the books that deal with the student personnel program as a whole -- that is a good point.

DEAN ROBERTS: Books that deal with the general framework.

CHAIRMAN STIBBS: I think the point is clear, that as an Association we sponsor no particular kind of training

program, and make no recommendations with respect to how to become a good student personnel officer, and you will find very able members of this Association who work well, supporting entirely divergent views.

Some of them will say you have to be a Professor of Political Science, and be a member of the academic faculty, and once you have that, and you are in a teaching program, that is the kind of person to be a student personnel officer.

Another one will say, "You must be a graduate of a personnel program in personnel administration." Somebody else says, "You must be a student of psychology or a student of ethics."

There has been a tendency recently, because of this tremendous responsibility in student personnel work of getting into these expanded residence hall programs, and Unions, and seventeen different kinds of counseling and all this sort of thing, to feel that his problem is really an administrative one. That is the one that really got us started in the Harvard seminar work, that it is not subject matter or psychology or so on, but a general administrative function. He is a person who is dealing not immediately, the senior man at least, with the immediate student, but he is juggling a team of people and has to move fast in accordance with general administrative principles.

But the Association does not sponsor any particular kind of training program. Some of us are old, broken down coaches, and some of us are disqualified college professors. (Laughter) Maybe some of us are a little bit better than that, but that is about the way it goes, and you will find that in our discussions, and in our meetings, most of the contributions that are made and seem to be worthwhile draw on personal experiences rather than on the books. I think that is fairly obvious.

DEAN JOHN GWIN (Beloit College): I think this need has been very definitely recognized by the Association, however, and the Commission on Development and Training of Personnel Administrators has, I believe, last year recommended that more of the larger institutions attempt to draw in younger men who are interested in this field and give them a sort of in-service training.

Now it has been very gratifying to me personally, for

instance, to have two of my graduates from my college going out to larger universities and being taken on as trainees in student personnel, and they are having programs set up for them with this specifically in mind so that they will be jumping around at various departments within the student personnel program, and I think the fact that the Commission has recommended this to the body assembled is beginning to have some effect certainly.

DEAN RALPH BRADSHAW (Riverside College): I want to ask one question concerning your institutional memberships. Do you have any two-year colleges among your members; or do you have any provisions for this sort of thing?

CHAIRMAN STIBBS: As I understand it, this is a point that is being studied at the present time by the executive committee.

DEAN BRADSHAW: The other question that would go along with it: We have a rather highly organized state system out here, and I wondered whether institutional memberships were possible from other groups of colleges, rather than individual colleges?

CHAIRMAN STIBBS: Give me an example, will you?

DEAN BRADSHAW: For example, many of us here represent an organization, a very informal organization, known as the Southern California Association of Junior College Deans of Men. We meet four times a year. As someone has mentioned earlier, if we were to apply for membership individually, travel costs would be almost prohibitive, but we might very well be interested if you people would consider a membership as an organization, to keep some contact with your group.

CHAIRMAN STIBBS: Yes, that would be an interesting recommendation.

DEAN BRADSHAW: If that could be studied along with this other, I think it might be of interest to us.

CHAIRMAN STIBBS: Yes. All I can say at the present time is that the organization is simply and only institutions, by particular individuals. However, groups and organizations are invited to send representatives to participate. Not only professional groups, but the National Student Association is regularly invited. The Foreign Student Association is

invited to send a representative to the annual meeting.

Any other questions?

I hate to hold any meeting longer than one hour, and I think we have had a fine session. It is a little after four, unless somebody else has another question that must be answered.

Thank you all very much for your participation.

... The Orientation Meeting for New Deans and New Members adjourned at four-fifteen o'clock ...

TUESDAY EVENING SESSION

June 19, 1956

The first General Session of the 38th Anniversary Conference of the National Association of Student Personnel Administrators, held June 19-22, 1956, at the Claremont Hotel and the University of California, Berkeley, California, convened at eight-ten o'clock, President John E. Hocutt, Dean, University of Delaware, presiding.

PRESIDENT HOCUTT: I will ask you to please come to order for this, the opening session of our 38th Anniversary Conference.

The invocation will be given by Dean Anthony C. O'Flynn, Loyola University, New Orleans. Tony.

DEAN ANTHONY C. O'FLYNN, S.J. (Loyola University, New Orleans): Almighty Everlasting God, bless this 38th Anniversary Conference of the National Association of Student Personnel Administrators. Bless its officers and members and all of us who take part in its proceedings.

Make ours a standard of values both realistic and inspirational. Grant that we shall not become disillusioned and cynical when virtue and justice seem not to be immediately rewarded. Rather let us be tranquil and consoled remembering that the race is not to the swift, nor victory to the strong, nor bread to the wise, nor riches to the learned, nor favor to the skillful, but time and chance happen to us all.

Give us a diligent and obedient spirit, quickness of apprehension, capacity of retaining and the powerful assistance of Thy Holy Grace. Grant that what we learn and hear we may apply to Thy Honor and Glory, through Christ our Lord, Amen.

PRESIDENT HOCUTT: I regret the necessity of beginning this Conference with an unhappy announcement. Our beloved Secretary-Treasurer, Fred Turner of the University of Illinois, is unable to be with us because of the critical illness of his mother. Fred has been Secretary-Treasurer of NASPA since 1938. This is the first meeting of the Association he has missed since 1931.

To those present who are attending their first NASPA Conference, I would explain that Fred Turner has been the Chief

stem winder of this organization over the years. Anyone who knows NASPA thinks of the Association in terms of Fred Turner. Never elected President, because by personal choice he has preferred the busier role of Secretary-Treasurer, Fred has been the most capable guiding hand for every President since 1938. Fred sent us the following telegram:

"BEST WISHES FOR A FINE MEETING. SORRY NOT TO BE THERE."

Your Executive Committee sent this wire to Fred:

"WE DEEPLY REGRET THE CIRCUMSTANCES WHICH PREVENT YOUR ATTENDANCE AT THIS NASPA 38TH ANNIVERSARY CONFERENCE. IT DOES NOT SEEM PROPER TO BEGIN OUR SESSIONS IN YOUR ABSENCE. ALL HERE JOIN IN SENDING BEST WISHES."

Turning now to a happier note, it is my privilege to introduce the first of a group of distinguished guests who are to address this Conference.

Our speaker this evening is Chancellor of the University of California. As an author, editor, teacher, economist, political scientist, and one of the country's most able administrators in the field of higher education, Dr. Kerr is widely sought after as a speaker. We are complimented indeed, Chancellor, that you would take time, make time in your most busy schedule to speak to us this evening on the subject, "The Individual in the Coming Crowd of Students." Chancellor Kerr. (Applause)

CHANCELLOR CLARK KERR (University of California, Berkeley): Thank you, Dean Hocutt. Gentlemen, and two Ladies, it is a very great pleasure to join in welcoming all of you to the San Francisco Bay area in general, and to the University of California in particular, and to participate in this, your 38th meeting.

Now I might say that I feel under a little pressure to conclude my remarks as quickly as possible this evening, because when I read over your program before coming I noticed that you had scheduled my speech, and then immediately thereafter it said, there will be refreshments. (Laughter) To which I know some of you are anxious to go and partake.

This reminds me of a situation I once faced when I was a young professor at the University of Washington, and I was speaking before a luncheon club, one of the inevitable luncheon clubs. Before I spoke they had on the program three Hula girls who danced before the men, and they just loved it and were drooling for more. Then when the chairman got up to introduce me, his introduction was simply this: "Now the professor will speak to you, but as soon as he is through those lovely Hula girls will be back again." (Laughter)

The title for my remarks this evening is also the theme for your Conference, "The Individual in the Coming Crowd of Students."

I might say also, just before coming here this evening, I read your Statement of Principles, which was adopted I think at your 34th meeting, which is carried in your Conference program, and I thought this said so much better and so much more briefly what I have to say this evening that I almost decided to get up and read it to you instead.

As we looked forward to your coming here, we did so with a good deal of anticipation, and partly because we thought we could gloat a little bit. We had read of difficulties around the country, at Texas, the University of Pennsylvania, Kansas, Washington State, and elsewhere. We thought that all of you would be coming here to see how we did it, to have such a perfect record to place before you. We were thinking up all the good reasons that we could give to you for this perfection of our record. In fact, I felt myself a little bit as though I might have to apologize for our students here at Berkeley. Indeed, I had remarked, on several public and semi-public occasions, that I found it quite astonishing that we had so little trouble with our students here at Berkeley; that they were much better than we were in my generation, that I thought that the current generation was going to the dogs, and I was troubled.

Well, the students took care of that. (Laughter) And I am troubled no longer. (Laughter) Because we had our "panty raid" too, on May 16th, and a bigger and better one than some of you ever had, (laughter) we regret to say, although the reports -- as is probably true in your cases also -- were quite exaggerated. They grew and grew as the press wires took them around the United States, and around the world. By

the time they got to London there was a headline in the "Daily Mirror" and a story which said that thousands of male students at the University of California at Berkeley had raided the women's dormitories and residence halls, they had torn the night clothes and pajamas off the girls, and had carried them in large numbers out into the street, naked, on their shoulders and the girls were kicking and screaming. (Laughter)

I might say a friend of mine who has been in Beirut called me up when he got back to the United States, and said by the time the story got to Beirut it could not be printed in any American newspaper at all. (Laughter)

Then of course we had the inevitable phone calls and telegrams, and letters from alumni and parents and so forth, generally to the tune, as one of them said, "they thought we ought to close our doors." It said, "Why give an education to brutes such as these? It would only render them more formidable." (Laughter)

In the course of an event like that you have a lot of rumors going on, and one of the rumors which was quite current was that this raid by the male students was led by a bald headed man. (Laughter) This gave rise to a great deal of speculation, and the debate was whether the baldheaded man was Dean Stone or Chancellor Kerr. (Laughter)

I might say that this matter was shortly settled when another rumor came in, and this rumor said that as a matter of fact -- and this determined the question for the students and faculty without any doubt -- it said, as a matter of fact this raid had been led not by one baldheaded man who might either be the Dean of Students or the Chancellor, but by two baldheaded men. (Laughter)

This unfortunate raid was largely brought under control by the students themselves, and the students have been most active in the subsequent developments, the assessment of penalties, the collection of damages, and so forth, and this has renewed the confidence which we always had in their capacity for responsible action and for self-government. As you know, here at Berkeley we have given to the students rather more authority in governing themselves than is true anywhere else in the nation.

I might say that in my comments this evening, I shall make reference from time to time to the situation here at

Berkeley, first of all because I know it best, and second because one of the reasons I suppose that you visit different parts of the country is to find out what is going on at different institutions.

There is emerging, too a strengthened and more widespread conviction of the profound importance of adequate student facilities -- of residence halls, union facilities, playing fields, courts, and swimming pools, and of student personnel services of all kinds. The events of the night of May 16 are directly relevant to the title of my remarks tonight, and to the theme of this Conference. One of the causes contributing to those regrettable events was that a number of individual students lost their sense of individuality, temporarily, in the crowd. As the crowd of students becomes larger during the coming years of mounting enrollments, its pressure on the individuality of each student will increase, making more difficult his task of finding a niche satisfying to him in the college or university community. It will also, of course, make more difficult the problem of the college or university in first defining and then fulfilling its obligation to the individual student.

I should like to examine with you briefly tonight this problem faced by higher education today -- this problem that presses more and more closely upon us for an answer.

A number of similar charges have been brought against colleges and universities in recent years. It is stated by some that we are educating students to be expert in one field, while leaving them primitive in others. It is stated that we are ignoring the religious and ethical part of our students' lives, while over-emphasizing the professional life. By others it is stated that we suffer from a form of pluralistic ignorance -- which may be defined as a finely-honed, intensive knowledge of one field, ignoring other more general concerns.

All of these charges reduce to the single problem: do we have an obligation to the "total" student?

The university's obligation to further the student's intellectual development is plain, but the way in which this obligation should be fulfilled is not so obvious. Is it vocational training, education for citizenship, or familiarity with our cultural heritage which the university should emphasize? Which of Bacon's aspects of mind -- memory, judgment,

or ingenuity -- should be most intensively cultivated?

I might say that this is one of my favorite quotations from Bacon, about the three different aspects of a man's mind, and I do worry a good deal with our mass education that we put too much emphasis upon the first "memory," and put too little time to train the judgment and ingenuity which should go along with it.

Thus, our basic definition of education is being challenged, and the concern extends also to the non-academic areas of the student's life. What are the obligations of the university to the student's physical well-being, to his social development, to his psychological adjustment, to his religious or ethical approach to life?

I might say parenthetically that here at the University of California we have traditionally defined very narrowly the university's responsibility to the student. We generally felt that it was sufficient to provide a classroom and a professor behind a desk, a distinguished professor usually, but beyond that the university had little obligation.

To which of these aspects of the student does the university owe an obligation? This question must be answered in terms of the society of which the university is a part. What kind of education and university life will produce the kind of person which our particular society needs and wants? Let us first, by way of illustrating and defining the problem, examine the answers which two other societies have made to this question in terms of their own particular needs and wants.

England and Germany have answered this question for their individual societies by developing two quite different types of education.

The full flower of the English system is the Public School, to which the private boarding schools and residential church schools in the United States are roughly comparable. The Public School forms a self-contained community, a homogeneous environment in which mind, manners, and morals are under constant influence from teachers, older students, classmates and school tradition. There is compulsory community worship, and, because teachers and students are housed together, a close and continuous faculty-student relationship is fostered. The students learn to assume increasing degrees of responsibility

and leadership as they progress through the "forms." This prefectorial system of delegating authority to qualified students was popularized by Dr. Arnold at Rugby and forms a superior method of building character and educating for leadership. The office of head prefect of a big boarding school is usually filled by an eighteen-year-old boy. The present headmaster of Shrewsbury School has said of this office that "As a training in tact, diplomacy, steadfastness, tolerance, courage, few jobs can equal it." [Wolfenden, "The Public Schools Today."]

Thus the English Public School trains its students to run society, to set an example. The graduates of these schools, from an academic point of view, have attained approximately the same level as have students of an American college at the end of the sophomore year. If they go on to one of the two most famous English Universities, Oxford or Cambridge, they find a similarly self-contained environment, steeped in tradition. The students usually live "in college," eat together "in Hall," (many of the colleges have long-established traditions of fine cuisine and excellent cellars). For recreation, the favorite sport is rowing, and the students meet and mingle on a friendly basis in the Junior Common Room.

At this level, of course, there is considerable individual freedom and wide leeway for the establishment and exercise of personal tastes. In fact, a recently returned Rhodes scholar (John H. Richards) has remarked that at Oxford individual traits, even idiosyncracies, are not only the accepted thing, but are emphasized. Instruction is carried on chiefly by the tutorial system, which means that a very close personal relationship is established between each student and his tutor. The tutor is expected to give not only instruction and guidance in study, but personal advice and counsel should they be needed.

This, then, is the ideal English system, which has its center in the student. Its products are frequently superb. For hundreds of years they have served their country well. There is an old and honored cliché to the effect that the Battle of Waterloo was won on the playing fields of Eton, and the "old school tie" has figured prominently in many generations of English accomplishment and leadership.

From a contemporary American point of view, however, the English system is inadequate, top-quality though its product may be. In the first place, such an education is

extremely expensive. In the past, it has been the prerogative of the more prosperous classes of English society, though scholarships were available for some unusually able students from poorer homes. Today, with educational facilities not much expanded, the English are attempting to educate a much larger proportion of their youth past the elementary level. Eleven-year-olds take an examination to select those who are to have the too-few opportunities for the traditional English education. This, plus much-changed economic conditions, will no doubt affect the virtual upper-class monopoly of education, but it is too soon to tell how it will modify the pattern.

In any case, there are other disadvantages to the English pattern, apart from its relatively exclusive character. Prominent among these is the fact that it does set a pattern. On the Public School level, at least, it has the potentiality of causing a good deal of unhappiness by forcing individuals into a mold and allowing too little leeway for diversity of personality. English novels and English biography abound with examples of men who were unhappy at Public School. One has only to recall the misery of Ernest Pontifex, hero of "The Way of All Flesh," at Roughborough School, and the career of Shelley at Eton, where he was known to his contemporaries as "Mad Shelley" and "Shelley the Atheist." The universities, as has been said, seem to be considerably kinder to individuality. The same Ernest Pontifex experienced his first real happiness at Cambridge, though Shelley refused to come to harmonious terms with Oxford, as he had refused at Eton, and was in fact "sent down" (i.e. expelled) for writing atheist pamphlets.

In addition, the narrow, protected community of the boarding school, though it offers continuity and stability of environment which have certain advantages for boys and girls of secondary school age, by the same token excludes the diversity of contact and experience which give an informal education in the practical affairs of daily life. For the length of the school term, family relationships and all other influences are superseded by the school. True, the students are not required to adjust simultaneously to different environments, but this is a debatable advantage, since they will probably be called upon to make such multiple adjustments throughout all their later lives.

This, then, is an expensive, aristocratic, and often painful type of education. It is deliberately and self-consciously confined to the most promising top level of English youth. But with all its limitations it has produced a group

willing to assume the broadest responsibilities for intellectual, political, and social leadership. It has produced in English society a sort of "whole man" in the best Baconian tradition.

I might say that there are these two -- and perhaps you can get some light on here, if you will. I might say parenthetically that the motto of the University of California, if you do not know it, is "Let there be light." (Laughter) This English system has certainly given to England over the centuries the most continuous line of fine leadership that any country has experienced, in the history of mankind.

You have two eternal problems, really in higher education, and we face them too in the United States. One is, how widely shall you spread higher education over your population? The second one is, how broad, or how narrow shall it be?

The English choice has been to educate a small elite in a very broad fashion to run society. As I want to comment in a few moments, in Germany the choice has been rather different. There the choice has been to educate also a small elite, but in very narrow fields, and to create a highly trained individual specialist.

In the United States, our choice has been different again. We have decided to spread higher education over large numbers of people, rather than a small elite, and to make it somewhere, in terms of breadth or narrowness, between the English and the German pattern. More specialization than in Great Britain; more breadth than in Germany.

I might say that the Russian pattern is not too different from the German pattern, although I do not mean by this to imply that communism and fascism are the same thing. They are to some extent, but to some extent they also are not. It seems to me rather it is an indication of what happens in a nation late to industrialize in the world, because the same thing has happened in Japan. These nations coming along late in the industrialization process want very quickly to pick up their level of technological skill, their rate of industrial progress, and so they tend to put their emphasis, as Russia has to an exaggerated degree, on the training of specialists and particularly in the scientific fields.

I might say that a great many people today are saying that the United States is going to have to catch up to

Russia; train as many engineers, train as many scientists as they do; and put as much emphasis on our education, on mathematics and physics and chemistry. In fact, that is said by a number of the leading scientists on the Berkeley campus and clear across the country.

Personally I doubt the wisdom of doing that, and the necessity. I doubt the wisdom of it because in the United States we are training not only technicians for a monolithic society; we are training people to be citizens as well. So we cannot do as they do in Russia, take every student through ten years of mathematics, into calculus, before they get out of high school, put them through four or five years of chemistry and a similar amount of physics, and a good deal of biology in their elementary and high school education. I also do not think it is necessary, because we have a large pool of trained people in the United States, and we do not have to go so all-out in trying to increase it as does Russia in an earlier stage of industrialization.

At almost the opposite pole from the student-centered English educational tradition was the German tradition, from the monarch through Hitler. Despite the work of such men as the humanist Humboldt, the idealist Fichte, and later the sociologists Max Weber and Max Scheler -- each of whom emphasized, from his individual point of view, the importance of the whole man as against the narrowly trained specialist -- Germany developed a system of education geared to the production of well-trained engineers, surgeons, lawyers, and other professional persons whose services were essential to the state. It is significant of the utilitarian attitude of the German state toward education that King Frederick William I, who despised the German universities of his day, founded and supported the Collegium Medico-Chirurgicum, which later became the leading medical school in Germany, because he needed surgeons for the Prussian army. And for the Nazis, of course, there was no problem of narrow specialization versus broad education, since the Nazi state "desired only animated automata in place of responsible citizens." [Frederic Lilge, Abuse of Learning, p.69.]

This process of training a man to fit a definite niche in a structured society was characterized by a formal student-teacher relationship, rigid discipline at the lower educational levels, and a wide social gap between students and teachers at the university or technical institute level. The "academically certified" professor had great prestige,

and was accorded exaggerated respect by the students, and I might say by everybody else. It is almost embarrassing, as some of you might have experienced in Germany, to be a university official, and particularly a university professor.

I visited a number of German universities and their various institutes, and it is almost pathetic to see the students, how they, like the employees in the Ruhr steel mills or the textile factories, must also stand up and bow and click their heels when the professor walks into the room, and how the lower grades of the faculty must do the same thing for the full professor, and the full professor, with his picture in his office, is a proud, proud individual. I have been embarrassed sometimes when I have gone in and registered in a hotel in Germany. They always ask you for your occupation. When you write down "professor," you see what a difference that makes, and how they then treat you. I have often thought that rather than to be treated that way, I would write down that my profession was, say, truck driver or something like that and then see what happened.

To show how extreme this can be, one time in 1950, visiting in Stuttgart, the only hotel I could get into (I got in late at night, and Stuttgart was not then well rebuilt after the bombings) was what they called a bunker hotel. It had been an air raid shelter during the war and had been converted into a hotel, completely below ground.

It was, I might say, not the most satisfactory hotel I have ever been in. They put you in a tiny little room just big enough for a bed, of course, with no window, and a big iron door, and the only air which came in was in a little tube right beside where your head was on your pillow. The thing was just suffocating almost, and I woke up all night long with nightmares that I could not hear the air coming out of that tube any more. (Laughter)

The only place that you could wash up in the morning was a trough with water running through it, and you went in there, and if you got in late, as I did, the other men were farther up the trough brushing their teeth and coughing into it, and so on, and you came down at the end as the water was on its way out.

Well, I had got in late that night, and I had not filled out my card, my registration slip, so they insisted I

fill it out the next morning. I filled it out the next morning, and under occupation I filled out "professor." And the clerk there was dumbfounded and ashamed. He apologized profusely that such a thing as this should happen to a professor. He closed down his operation with people around there trying to pay their way out, locked up his money, took my small bag and walked me to a trolley car, saw me on it, apologizing all the way that something like this should not happen to anybody who was a professor.

I might say that is far removed from the American system. (Laughter) It is quite a commentary on the two countries.

Saying it is far removed, reminds me of an experience I had recently. I am myself in the field of industrial relations and have done a great deal of arbitration, working with industry and labor. Not so long ago I was over in the city talking with some labor leaders informally. We were talking about how much different people got, and I was complaining that bartenders in San Francisco, legitimately, were making as much money as the beginning grade of a full professor at the University of California.

And one of them replied and said, "What's wrong with that? The bartenders have a much better product and people certainly want it a hell of a lot more." (Laughter)

Thus, the difference between the two societies.
(Laughter)

Returning to Germany, the students lived in lodgings in the town -- there was no university housing, very little interest in and concern for their needs. There existed no community life or student government, no organized activities or sports. The students formed unregulated drinking and political clubs and were regarded by the official classes as hotbeds of potential riot and revolution. The student was not a respectable member of society.

The German university system did offer certain aspects of freedom and flexibility. The student was allowed to move about from one university to another, selecting courses and lecturers as he pleased. This ease of transfer would enable him to study with many of the best men in his field, even though they were affiliated with several different

universities. The professor, on his side, was free to lecture on any subject which suited his ideas -- but this freedom led, all too often, to the offering of "courses" or lectures in the professor's current research project, specialized as that might be, and it probably furthered the German tendency to educate a man only for a limited function in life.

The typical German education, then, created a specialist, not a citizen as we understand the term. It was too narrow and inflexible a system, embodying great social gaps within the educational hierarchy, as there were gaps also between, for example, the educational and the military hierarchies. The product was a sort of "bourgeois bohemian"; a person given to somewhat compulsive forms of affiliation, with a tendency to seek fulfilment in elites and clubs; a person in whom social myopia was applauded. The broad tolerance of Goethe was replaced by the narrower skills and deeper passions of Nietzsche and Schopenhauer. The development of sharp, narrow skills resulted in a great deal of efficiency on the practical level, but it also produced a sort of one-sidedness that has been characteristic of German personality during the twentieth century.

In western Germany, under the influence of the occupation, there has been a recognition of many of the undesirable characteristics of the German university system. A German commission on university reform in the British zone was incorporated in its recommendations such points as the introduction of a "studium generale" (a core of liberal education courses), the expansion and introduction, where necessary, of faculties for social studies, and the encouragement among the students of a self-reliant and responsible community life. Adoption of this commission's program for university reform would basically alter the character of German university education as I have sketched it here.

I might say that I have not been impressed, however, with the fact that they have been following through on their recommendations.

I was somewhat involved in this visiting universities and trying to get them interested in social science projects, and particularly those of a more practical or implied nature, and found that the German professor considered himself to be quite above getting his hands dirty with real life, and studying trade unions and so forth; and was much more concerned

with ideologies and history than he was with practical developments.

However, though postwar conditions are affecting the typical German educational pattern and the typical English pattern no less, we have embodied in these two patterns almost diametrically opposed philosophies of education. The student-oriented English system ideally molds a gentleman who is free to go anywhere, able to fulfil a variety of functions, but subject to his instilled code. The subject-oriented German system prepares a professional person for a definite place in a stratified society. The one aims at a "structured man," the other at a "structured society."

As these two distinct approaches to education were developed by nations with different traditions and needs, so we should expect and desire our own approach to be different still, in response to our own traditions, our own needs, and our own attitude toward the purpose of education and the role of the student.

In our tradition the student is not considered primarily a member of a social class, as in England, nor a potential servant of the state, as in Germany, but rather a citizen of democracy. For this reason he needs an education which will prepare him to fill this role.

Such an education has many aspects. Sound vocational or professional training is one, for the citizen must be a skilled producer. An acquaintance with our cultural heritage is another, both because of the avenues of enjoyment which it opens and for the sake of the critical sense of value and proportion which it can foster. A third is knowledge of our political and social heritage and institutions, plus experience in social and personal relations.

The kind of man which we may expect this kind of education to produce is neither the gentlemen of English tradition nor the professional person of German training, but a well-rounded man -- a skilled producer, a responsible citizen, one "at home" with our cultural heritage. He should be willing and prepared to assume the responsibilities no less than the privileges of freedom. Faced with alternatives, he should be capable of making decisions in an independent spirit, by the application of knowledge and the exercise of intelligence.

The kind of man we wish to cultivate would not be directed by outside authority and tradition, as was the man of the middle ages, dominated by blind faith. He would not be directed by the standards of a peer group or gang. Rather he would be essentially David Riesman's "inner-directed" man, with his own standards, his own ethical principles. At the same time, he would be a socially adjusted person, able to cooperate and get along with others, but with no surrender of his individual integrity.

The educational environment in which this kind of man can develop must be one which offers maximum opportunity for each student to participate, without being dominated, in all areas of life.

At the secondary school level, this opportunity is furnished best, according to Dr. James Bryant Conant, by the comprehensive public high school, which he says "is a product of the special history of this nation If the battle of Waterloo was won on the playing fields of Eton," he continues, "it may well be that the ideological struggle with Communism in the next fifty years will be won on the playing fields of the public high schools of the United States. That this may be so is the fervent hope of all of us who are working to support and improve these characteristic American institutions." [Education and Liberty, pp 61, 62.)

At the college and university level, our obligation to provide opportunity for full participation to the student would entail a variety of recommendations:

For the student's intellectual development, we need curricula which contribute to the vocational, the cultural, and the civic aspects of his future life. A favorable faculty-student ratio is important in making a well-planned curriculum most effective, and the student should have an opportunity to participate in a substantial number of small, seminar-type courses, like the new lower division honors course in American Civilization which is being given next year at Berkeley. Out-of-classroom contacts with teachers are important, too. These are more difficult to encourage in a large university like Berkeley than on a smaller campus; we hope that the student-faculty lounges and coffee rooms in the new student union facilities now being planned will help bring more of them about in an unforced way.

To help the student take maximum advantage of the

intellectual opportunities offered him by the college or university, a variety of orientations and counseling services are needed. This, again, is particularly true on a large campus like Berkeley, where, for example, learning to use one of the finest (and therefore one of the largest) libraries in the world presents formidable obstacles to the new student. Library tours are part of the Student Orientation Program which has been developed (and is still being developed) by the staff of the Dean of Students' Office, and which gives new students a chance to get direct, personal information about the University from faculty members and student leaders.

During the current Summer Session, a free two-week Orientation Program, planned by the Director of Summer Sessions and the Chairman of the Committee on Orientation of New Students, is being offered. It will include guided campus tours; lectures on the purposes and offerings of the University and of the individual Schools and Colleges; a lecture on University history and traditions; a session on student welfare services; one on student activities and government; and one, by a psychologist, on study habits and reading techniques. It will also introduce the prospective student to campus community groups and religious organizations. Students who take advantage of this course should be able to make better use of their initial semester at Berkeley than they would without it.

Counseling and other student personnel services will be necessary also, in some cases, to help the student make a satisfactory personal adjustment to college or university life. I believe that the use of such "remedial" services should be voluntary on the part of the student (except, of course, for cases requiring disciplinary action), but also that they should be freely available to him.

The well-rounded college or university environment should include another area in which the student personnel administrator must play a vital part. This is the area of student self-government and student activities, including participation in freely-formed social groups. This area of student life can make a most important contribution to the student's social and civic development, by offering him a sort of laboratory course in the working of popular government, and by helping to provide practice in living and in decision-making. The student personnel administrator's function is important here, because he must, without exerting

compulsion, help the students strike the nice balance between freedom and responsibility. Both the exercise of freedom and the acceptance of responsibility are essential, if this part of college and university life is to help prepare the student for his social and civic role as a citizen of a democracy.

For the student's religious development, a state university like Berkeley must rely primarily on the many religious groups and foundations which we are happy to have in the campus neighborhood. We are glad to cooperate with these groups to the fullest extent possible, and we are very appreciative of the help they give us in providing a well-rounded environment for our students at Berkeley.

Finally, for the student's physical welfare (and therefore, to a large extent, for his social and psychological welfare as well), I would hope for an adequate number of residence halls and living groups which are largely self-governing; for enough playing-fields to accommodate both a program of intra-mural sports open to all who want to participate, and non-programmed, casual recreation; for a good student health service. This last we do have at Berkeley. The others, we hope, will come.

Implicit in many of my statements of what we need to give our students a well-rounded college or university environment is the idea of the importance of residence halls and student union facilities. This idea looms large in our minds at Berkeley because of our inadequacy in both these respects. We are working hard to remedy these deficiencies, and hope eventually to be able to house 25 per cent of our students in University residence halls, and to draw the commuting students more closely into the mainstream of campus life by means of the Memorial Union. I do not for a moment imagine that the attainment of these objectives will make the Office of the Dean of Students obsolete; but it should certainly make student personnel administration here at Berkeley easier and more productive.

If we can attain these and the other objectives I have touched upon, we can provide for our students the education for leadership which is the signal virtue of the English educational system without the central direction which, for our purposes, is a defect of that system. We can offer our students more diversity, more opportunity for individual variation. We can also help our students to become skilled

producers and still to develop broad cultural, social, and civic points of view.

I have sketched for you three educational systems, each of which provides a different environment for its students. The English offers a "protected life" which, as it has developed, forms a well-integrated member of a particular social class. The German offers a fragmentary environment. It is channeled toward the "vocational life," and forms an occupational servant of the state. The American system ideally offers a complete but diversified environment. Its aim is to influence the whole life of the student and to form a responsible citizen of a democracy. Thus we do indeed recognize an obligation to the "total student."

This ideal American system -- and I recognize that it is indeed an ideal, and that we must all work hard to approach it -- is the road to a man with a mind of his own; a man who can prosper at his vocation and can also enjoy his leisure; a man who can assume his full responsibilities as a citizen. In short -- a free man who can chart his own course, set his own mold, find his own niche in society.

Free society, if it is to remain free, requires well-rounded citizens who are willing, qualified, and accustomed to make their own choices. For liberty is the right to choose -- to face alternatives, to select among them wisely and confidently, and to live with the results of the choices. If the educational system is to help produce citizens capable of exercising such liberty, it must provide the complete environment which I have sketched briefly for you -- an environment full of alternative opportunities, of opportunities to make independent decisions. Only in this way can our system of education make its greatest contribution to a free, responsible, and satisfying society.

Thank you. (Prolonged applause)

PRESIDENT HOCUTT: Thank you very much, Chancellor Kerr, for your most interesting and thought-provoking paper. You, in your address, have keynoted for us in excellent fashion our Conference. We shall be discussing over the next few days the ideas that you have passed on to us.

I have a few announcements before we go to the latter part of the evening program.

I, with considerable regret, told you earlier about Fred Turner's inability to be here.

I also regret to pass on the information that Past President Don Gardner, of the University of Akron, a leader in this Association over many, many years, had at the last minute to cancel his plans to attend this Conference because of the illness of his daughter, Virginia. Your Executive Committee sent the following wire to Don:

"WE SINCERELY REGRET YOUR DAUGHTER'S ILLNESS PREVENTS YOUR ATTENDANCE AT THIS CONFERENCE. ALL HERE EXTEND BEST WISHES FOR HER SPEEDY RECOVERY."

Another absentee is Hazel Yates, Fred Turner's secretary, who next to Fred probably knows more about this Association than any member, and who has been so helpful to all of us at our annual meetings. Hazel leaves tomorrow, I believe, for a vacation trip abroad, and we have sent her a wire, extending best wishes for a grand summer.

I would like to pause briefly to introduce our recorder, Leo Isen. For more years than I can remember, Leo and his brother Joe have been reporting our Conferences. Leo has had this assignment for the past several years and he has done an exceptional job.

I would remind you, please, particularly the newcomers, that in the sessions that will follow over the next few days, it will be most helpful when speaking from the floor, if you would identify yourself by name and institution in order that Leo may get this information into the record.

Many of you, many of the old timers will remember Garner Hubbell who a few years ago retired as Dean of Men at Principia. He has written a letter expressing regrets that he could not be here, and has extended his best wishes for a successful meeting.

I would quickly call attention to the fact that we have out on the table of information for the Conference delegates some flyers published by the Fourth National Conference on Health in Colleges. This was a conference which this Association helped sponsor. To me, there are two very important publications that came out of this Conference, the proceedings

of the Fourth National Conference, and a book entitled "The College and Student Health." There are sample copies on the table. There are copies of the flyer which you may pick up. We get no commission on the sales, but we can recommend these publications to you.

I would ask if "Shorty" Nowotny has any announcement he would like to make regarding a meeting of his Committee on Nominations and Place.

DEAN NOWOTNY: Mr. President, we would like to have a meeting of this committee immediately after you adjourn. If you have any suggestions for this committee for a place of meeting in '58, or for officers, we would like your suggestions.

PRESIDENT HOCUTT: "Shorty" has called a meeting, and he welcomes recommendations from you people for the place of the 1958 meeting. As you may know, our plans call for a meeting at Raleigh, North Carolina in 1957.

Carl Knox, Miami University, Ohio, is Acting Secretary. I would ask if Carl has any announcements to make.

DEAN CARL W. KNOX (Miami University): Thank you, John, there is one.

There has developed quite a shortage of copies of the minutes of last year's meeting at Purdue, and there has been quite an increase in the number of requests from respective educational libraries over the country, which is somewhat complimentary. Dean Turner would be very happy to receive any extra copies that any of your institutions might have. The Association would be glad to pay the postage of any extra copy you might have. They would like to get a dozen or fifteen to try to meet the requests they have on hand.

... Announcement re luncheon tables ...

PRESIDENT HOCUTT: Dean Geary Eppley of the University of Maryland, the chairman of our Resolutions Committee, has asked me to announce that members of the Resolutions Committee will appreciate receiving suggested resolutions from any member of the Association. Names of members of the Committee will be found on pages 11 and 12 of the printed program. Also, committee members are wearing purple badges.

Apropos resolutions, your Executive Committee ruled at the meeting this afternoon that we would set five p.m. Thursday as the deadline for the receiving of suggested resolutions by the Committee.

Now I would call on our very able Host Dean, Hurford Stone, and I would assure you that the absence of light and sound was not that Hurford had nothing to do with this. Hurford may have a few announcements to make.

DEAN HURFORD STONE (University of California, Berkeley): President John and Gentlemen: Extended announcements seem to characterize all Conferences, so far be it from me to break this established tradition. Due to the lateness of the hour, however, I shall try to make them brief and short.

First, copies of the Chancellor's address this evening and of the Chancellor's extended 30-odd page report of the recent unpleasantness on the Berkeley campus, will be available for distribution tomorrow in Dwinelle Hall.

... Convention announcements ...

PRESIDENT HOCUTT: Don Winbigler, Program Chairman, do you have any announcements?

DEAN WINGIBLER: No comment. (Laughter)

PRESIDENT HOCUTT: Once again, I would like to thank Chancellor Kerr for getting us off to an excellent start, and I will now adjourn this session for the entertainment which Hurford and his people are to provide following this program.

... The Conference recessed at nine-fifteen o'clock ...

WEDNESDAY MORNING SESSION

June 20, 1956

The Second General Session, held in Dwinelle Hall, University of California Campus, convened at nine-five o'clock, President Hocutt presiding.

PRESIDENT HOCUTT: Good morning, Ladies and Gentlemen. If you will please come to order, we will get under way with our second general session.

Our California friends, Hurford Stone and Don Winbigler, in my opinion deserve much credit for arranging the impressive slate of guest speakers who are to address this Conference.

The second of these guest speakers is the gentleman on my left, Dr. John G. Darley. Your program tells you that Dr. Darley is Associate Dean of the Graduate School, and professor of Psychology at the University of Minnesota. Also, from the program you learn that Dr. Darley is currently at the University of California where he has been for about six months as Consultant to the Carnegie Corporation Project in Higher Education.

Our meeting is very well timed in that we are catching Dr. Darley right at the end, or almost at the end of his stay here in California.

There are many, many impressive facts about Dr. Darley's accomplishments as related in Who's Who, which I shall not take the time to read to you. As a Navy man, I am pleased to note that he is too, and for the benefit of our Texas delegation, I might mention that Dean Darley is a Yankee Democrat. (Laughter)

Dr. Darley's subject is "Diversification in American Higher Education." Dr. Darley. (Applause)

DR. JOHN G. DARLEY (Associate Dean of the Graduate School and Professor of Psychology, University of Minnesota): I was not expecting either of those two references, but I will accept them.

I should like first to express my appreciation for the opportunity of speaking to you today, although this

appreciation is tinged with the wariness of the student who had been unexpectedly reprieved from dismissal by the Dean's office. You see, I had hoped to talk from notes, until Dean Winbigler made it compellingly clear that a full text of my speech was expected prior to this meeting. Thus I have been forced to think, in addition to talking. As you know, Deans rarely have a chance to think, and their colleagues on the faculty rarely attribute to them the capacity to think. I am therefore under the double jeopardy of having had the time, and having now to write down the results of the way the time was spent. It will be difficult to claim I was misquoted, but it will be easy to be misunderstood, in what I shall have to say.

This interesting state of affairs is the result of an invitation by Dr. T. R. McConnell of the University of California faculty to take leave of absence from Minnesota for six months to work with him on a Carnegie Corporation project for a study of diversification in American higher education. Since February 1, Dr. McConnell has directed a small planning staff in this work; my colleagues have been Dr. Floyd Reeves (Michigan State University); Dr. James Reynolds (University of Texas); Dr. Lyman Glenny (Sacramento State College); and Dr. Leland Medsker (East Contra Costa Junior College). Under Dr. McConnell's direction, we have explored intensively some of the aspects and implications of the diversity that is both frustrating and fascinating in higher education, preparatory to launching more detailed studies over the next two years. I suggest that you attribute to Dr. McConnell and the other consultants whatever you find acceptable, and assign to me whatever seems unpalatable, over-generalized, or heretical in what follows.

It may be well to state here one caveat: the facts, findings, impressions, or interpretations of any particular study do not automatically or inevitably point to wise policy decisions for higher education. If I correctly remember the words of the Negro spiritual, "the little wheel runs by faith and the big wheel runs by God".

Higher education is one of several social institutions in all cultures that runs by faith, and it may be run segmentally by widely disparate faiths. This is uniquely true of those social institutions for which no universally accepted criterion of quality or efficiency or output exists. Not only are the ends of education variously defined and vigorously debated, but also the means to these ends are susceptible to

comparative study only under the greatest of difficulties. Thus our study will offer no single "solution to higher education's problems."

But facts and interpretations do serve to fence in, by some amount, the corral in which values, conflicting philosophies, and societal expectations wander and forage. Changing the figure somewhat, and paraphrasing one of Dr. McConnell's observations, if we rub our noses in messy facts long enough, we either get quite dirty or we try to clean up the mess and reach a tidier state of affairs.

It is necessary to sketch briefly the phases of diversification with which we have chosen to concern ourselves. One of these relates to the diverse patterns of control, administration, and coordination under which higher education operates. In the absence of monolithic state control, there are forty-eight states at least involved in local support of higher education, together with boards of trustees for private institutions widely dispersed throughout the country. Within a single state, the controls of the university or university system may be paralleled by a separate set of controls for the state college system, and a still independent set of controls at a local political level for the junior college system. While the share of gross national income assigned to higher education is proportionately less than it has been in the past, harried legislators, looking at the increases in absolute dollar demands, in annual or biennial sessions, react in a variety of ways, including efforts to exercise tighter controls on the public system.

Another major force is the greatly expanded amount of Federal support for research, with its attendant problems of assimilation and management. Private institutions must look anxiously to expanded sources of financial support for their enterprise. Within a particular region or state, either by statute or by agreement, coordination machinery becomes established in an effort to stake our domains of activity, responsibilities, and resources. Since all coalition group structures tend to be precariously balanced, these coordination devices frequently are unstable and only moderately effective, particularly with reference to enforcement powers. Within higher education itself, concern for the future has led to a host of self-surveys, forecasts, planning conferences, and soul-searching. In several states, new institutions and resources are being planned to meet future needs. In this process, educators, legislators, and other special groups participate.

Out of the galaxy of principalities across the educational scene, local decisions are made which bring to equilibrium the available facts, the local needs, the local power struggles and chauvinism, the local resources, and the prevailing educational philosophies. Two factors are apparent as one surveys this situation. First, it appears that to a greater extent than was true earlier in higher education, more people and more different interests are participating in educational decision-making. Second, touchstones for the efficacy of decision-making and decision-enforcing are hard to find. Thus our methods of study in this area are essentially those of case history approaches, descriptive surveys, normative summaries of present practices. What little theoretical substrate exists for conceptualizing the problems in this field is to be found in the limited research on decision-making, leadership phenomena, and group process studies, on the one hand, and the concepts of institutional or organizational sociology on the other hand.

Our second area of concern is specifically the junior college and its role and impact in the total system of higher education. For reasons partially historical and partially invidious many of us in higher education have chosen to ignore the developments in junior colleges in recent years, relegating these institutions to a sort of second class citizenship in our ranks. Yet by their numbers, by their enrollments, and by their multiple functions in higher education, they justly demand recognition and incorporation in any long-range consideration of higher education's problems. By the pattern of development through local tax support, as distinct from state support, they tend to be tied to secondary education. But by their terminal education, transfer, and screening functions, they often serve as the bridge over which students pass on to professional and occupational institutions at later levels. By their capacity and willingness to serve adults in the local communities, they carry on higher education's unfinished business. Their impact on democratization of learning is as yet inadequately understood.

Again our methods of investigation involve descriptive surveys, summaries of present practices and activities, and case history approaches, with respect to samples of institutions classified as junior or community colleges.

Our third area of concern involves diversity in the characteristics of the students who are to be found in various types of institutions. Here we are interested not only in ability and achievement differentials, but also in those personality and interest factors which shape student behavior,

choices, and decisions with respect to higher educational and career activities. It is about this aspect of our project that I shall speak at greater length this morning. But before discussing this phase, permit me to set forth a few general problems that undergird and shape our work.

This is not the place and there is not now the need to spend much time on the impact of enrollment increases in higher education in the years ahead. A few simple declarative statements will suffice. The Educational Testing Service has recently completed a synthesis of several enrollment prediction studies. I shall paraphrase only a few facts from their excellent summary.

The staff of the Educational Testing Service first compared twelve independent estimates of higher educational enrollment for the years 1952 through 1965. It is interesting to note that the 1965 estimates of these twelve ranged from a low of 2,100,000 students to a high of 5,000,000 students, and the average of the twelve indicated a 1965 enrollment of 2,931,000. The average for the base year of 1952 was 1,974,000. Thus the expected increase by 1965 is 148 per cent of the 1952 figure, for the twelve estimates combined. The Educational Testing Service then established its own prediction: from a 1952 enrollment of 2,148,000, we shall move to a 1965 enrollment of 3,671,000 -- a figure that is 171 per cent of the 1952 figure.

For our purposes, the more important parts of their data are to be found in the comparison of the cohorts of college age -- 18 to 21 -- that will exist in future years and the proportions of these cohorts estimated to be enrolled in colleges and universities. Reducing the data to the same years -- 1952 and 1965 -- mentioned earlier, the figures are as follows: in 1952 there were 9,185,000 young people aged 18 to 21, of whom 2,148,000 were in colleges and universities, or 24 per cent. In 1965 there will be 12,402,000 youth in the age range, of whom 3,671,000 may be in higher education, or 30 per cent of the eligibles enrolled.

Now, if for any combination of reasons, the proportion of the eligible cohorts going on to college should markedly increase, there is plenty of room between the cohorts and those who register to jeopardize beyond our wildest expectations the system of higher education as we know it.

While these projections take as much account as possible of what we might call "consumer demand" for higher

education, this factor is difficult to quantify. Major upward changes in it will place further stress on all higher education, and there are many forces operating in this direction: the need to keep younger people off the labor market, in terms of the shape of the age distribution and labor forces of the population; the continuous pressures from professions, semi-professions, and occupations striving for professional status to add to levels of education; the increasing economic well-being of family spending units; the newer technological needs of our society; the pressures for upward mobility via education, which we as educators have not hesitated to foster; the struggle for tuition income from an indeterminate fringe of institutions in higher education, whose survival depends on recruiting success. These are a few of the forces that could narrow the gap between the college-going potential and the actual enrollments of the future. The safest prediction possible at this moment is quite simply that all hell is going to break loose in the next two or three decades. (Laughter)

Parenthetically, since it is not a matter of primary concern for our project, it is important for some one to consider the technological changes that might be introduced in higher education to meet enrollment pressures. If there will not be the supply of teachers necessary to maintain present student-teacher ratios, we must consider ways of doing our job as well if not better under a system of many more students per teacher than we now know. The use of television and other mass media, more extensive methods of examining for educational progress, use of independent reading and study plans, improved methods of classifying and grouping students; changes in the traditional time patterns of higher education -- these and many more devices will be required to do our job properly in the years ahead.

Two recent reports define, in quite different ways, the broad task of higher education. The President's Commission on Higher Education stated that education through grades thirteen and fourteen should be provided for the top 49 per cent of high school graduates, and that education through the highest reaches of study for the professions and other fields should be provided for at least the top 32 per cent. The Commission on Financing Higher Education stated that college training should be provided for the top 25 per cent of high school graduates; this Commission went on to report that even by this definition we were probably failing to reach roughly 40 per cent of this top quarter at the present time. Reasons for going to college or not going are difficult to study; they represent a tangled

web of financial, motivational, cultural, and familial factors. While the financial factor has properly loomed large in recent years, it is unlikely that even greater scholarship resources for individual financial aid would be effective in bringing all our top potential students into higher education. Studies by Berdie, by Wolfle, by Nelson and Marshall, and by the Commission on Financing Higher Education itself all point to cultural and familial determinants as important factors in individual decisions about further education, and to our tragic failure to reach enough of our high-ability potential. This country cannot well afford to lose, year in and year out, forty per cent of the top quarter of the high school graduating classes of the country, lose them in the sense that they never come on to college.

But for the moment, we may consider the two policy statements of numbers to be educated as bracketing the outer limits of higher education's training responsibilities. Our study in part arises in this framework. How many students, at what levels of ability, are found in what types of institutions? How long do they last, what happens to them, and on what bases do they distribute themselves through various curricula and occupations?

Before turning to these questions, I must ask your indulgence in introducing another general problem -- that of an adequate taxonomy of higher education. In the most general sense, we may define taxonomy as a system of classification in terms of structural differences. Furthermore, one would hope that a structural schema would relate also to recognizable differences in functioning.

When we look at our nationwide system of higher education, its taxonomy is practically undefinable. Cowley has called it a vast "mingle-mangle." Let me illustrate our difficulty. The first classifications that come to mind are: junior colleges, liberal arts colleges, state colleges, complex universities, independent professional or technical schools. Within these broad classes we might make further and finer subdivisions of forms of private or state control, levels of training offered, types of training offered, and geographic distribution. Those of you who are familiar with the excellent statistical reports of the United States Office of Education, and with many of the broad surveys of higher education, will recognize these many sets of categories. I submit that these various structural classification systems do not clearly define or describe institutional functions or student behavior and outcomes or student characteristics, except in extreme cases.

When we respond to the phrase "the liberal arts college," we do so most often with a stereotype that encompasses such institutions as Swarthmore, Oberlin, Antioch, Reed, Carleton, and others of comparable excellence. The phrase "complex universities" elicits a similar list though probably with slightly less immediacy and unanimity: Harvard, Michigan, California, Illinois, Minnesota, Chicago, for example. The phrase "the junior college" elicits no particular response; such institutions have not established in our minds as educators and certainly not in the minds of consumers a small, but distinguished, set of exemplars and bell-wethers. The phrase "the state college" results in a similar weakness of specific response by name.

The Knapp and Greenbaum volume entitled Origins of Younger American Scholars well illustrates our stereotypy. Here are listed the fifty liberal arts colleges outstanding in the production of scholars, as the authors define them. I might add that their definition is inexcusably inadequate and incomplete. The authors go on to say:

"The production of promising young scholars, in general, rests on a particularly narrow base within the American System of higher education, with some three score institutions, at the most, showing significant and impressive rates of production, while among the remainder the dedicated younger scholar is a rare exception among their graduates."

By their own data however, they demonstrate that the typical rate of production per 1,000 students is the same for their university sample as it is for their liberal arts college sample -- approximately six per thousand -- which may be read to indicate that over time and in relation to enrollment size the universities will produce absolutely greater numbers of scholars as defined. Yet so great is the power of institutional reputation -- fostered often by the subtle and dignified form of institutional advertising -- that a very few institutions come to stand in our minds and the minds of parents and students as being truly representative of the class of institutions to which these few may be ordered in a taxonomy. There are more than 500 private, four-year liberal arts colleges throughout the country; I doubt that Knapp and Greenbaum's fifty represent them all.

Consider the evidence on national withdrawal rates as

another measure of the functioning of our system of higher education. There is presently under way in the Office of Education a major study of withdrawal; preliminary reports of this work have been made by Earl Iffert. I paraphrase here some of the data he reported at the Eleventh National Conference on Higher Education, in March, 1956.

Less than four out of ten students graduate from the institution of first registration in the normal four-year period. Percentages graduating in normal course by types of institutions are: universities, 37 per cent; technological institutions, 43 per cent; liberal arts colleges, 42 per cent; teachers colleges, 36 per cent. Fifty-six per cent complete two years in the junior college program. When classified by public and private institutions, 32.5 per cent graduate from the public system of higher education, and 47 per cent from the private system. While some of these percentage differences would meet appropriate tests of statistical significance it is difficult if not impossible to tell what practical meaning they have as measures of educational functioning of the different types of institutions. At first glance one might reason that the private colleges are more selective and therefore have better holding power, whereas the public institutions, taking on all who wish to enter, eliminate more and graduate fewer. But this assumption alone is insufficient to account for the obtained differences. The assumption is false, furthermore, when you compare, as we are doing, state by state, the graduation rates of the private liberal arts colleges versus the liberal arts colleges of the publicly supported state university. When this comparison is made, the liberal arts colleges of the public institutions shows roughly the same withdrawal rate as the private liberal arts colleges.

Over and above the straightforward questions that must be raised about the sampling of institutions and respondents appearing in Iffert's study, or in any other study of higher education that uses the accepted but still dubious categories of public, private, liberal arts, junior college, or complex university, there is fragmentary but compelling evidence that within a single institution the ability levels of entering students may be significantly increasing at the same time as the distribution of grades given by the faculty remains practically constant. It has been truly stated that, in some institutions, it takes more brains to flunk out today than it did a few years ago! (Laughter) This factor alone raises serious doubts about the validity of general, cross-section statements of comparative withdrawal rates.

In casting about for a taxonomic system that might permit functional differentiations, we have used a three-way sampling basis for drawing representative samples from the more than 1,800 institutions within the continental United States. From Office of Education data, we have set up five geographic groups; five categories of control or government of institutions (state, district, private, private Protestant, and private Catholic); and four categories of level of degree granted. Within this hundred-cell distribution, we have drawn three samples of 200 institutions each, representing roughly 11 per cent of the universe of institutions.

Checking these samples for their further representativeness on enrollment, degrees granted, and form of student body (coeducational, men only, women only) it turns out that they are adequately representative on these dimensions, even though they underestimate the actual numbers of students enrolled and numbers of degrees granted. The underestimation is understandable when we realize that class intervals of enrollment size, like income figures, are so disparate: 57 per cent of the 1,800 or more institutions enroll 500 or fewer students per year; 2 per cent of the institutions enroll 10,000 or more students per year. With all due respect for old school ties, one might question the educational efficiency of over a thousand institutions each of which enrolls five hundred or fewer students. As a member of the faculty of a large university, I am not unaware of the frequent claims made by smaller institutions that we are cold, impersonal, Godless, unable to provide individualized attention to students, and without the proper "atmosphere" for fostering the college experience. Certainly it is possible to be too big; is it not also possible to be too small?

This endeavor is more than a minor exercise in sampling and the use of a table of random numbers. It is our hope that we can describe students in the institution in this sample in such a way as to test for the extent of differences within and between types of institutions in terms of ability, achievement, differential withdrawal rates, and differential distribution rates to fields of study.

Failing to obtain adequate data on these points, our samples will still be a normative framework to limit in some degree the general conclusions we draw about the structure of higher education. My own prediction at the present moment, however, is that differences in student characteristics within the full range of types of institutions will be more important

than differences between types of institutions. Stating this another way, I would predict that our structural categories for the classification of higher education will not clearly relate to the functioning of the categories, where function is to be in part defined by student characteristics, differential survival rates, student mobility, and curricular choices within institutions.

Let me illustrate this problem by reference to partial data from one state. In Minnesota in June 1953 there were 31,134 high school graduates. By the following September 8,097 of these had gone on to college within the state. Exclusive of in- and out-migration, therefore, 26 per cent of native high school graduates were going on to college. Of these 8,097 students, 40 per cent registered at the University, 32 per cent enrolled in the 14 private four-year colleges, 9 per cent registered in the 9 junior colleges; and the remaining 19 per cent registered in the 5 state-supported colleges.

By reference to the measured scholastic ability of a representative sample of high school seniors, it can be stated that 28 per cent of all these college entrants were drawn from the lowest half of the graduating high school senior group and 43 per cent of them were drawn from the upper quarter of the graduates of high school in the previous June. These figures are clearly at variance with both the Millet report and the President's Commission report.

The entire University and all the private four-year colleges, taken together, were equally selective; their entering classes numbered approximately 46 per cent from the top quarter of the high school graduates and approximately 25 per cent from the bottom half of the high school group.

On the average, the nine junior colleges were slightly more selective than the five state colleges, but probably not significantly so. The liberal arts college of the University is the second most selective unit in the state; the first is a small non-denominational private college. The most selective junior college is far more selective than the least selective four-year college and than the most selective state college. The least selective four-year college is a private denominational institution.

Naturally these preliminary estimates must be backed up by data on survival or withdrawal rates, curricular choices,

transfer and mobility data, and evidence on achievement as well as ability factors. We plan to collect these data.

But the important point here is that, with respect to ability of entrants, a stranger to our educational system would have difficulty on the basis of ability measures alone in assigning samples of these entering students to the "proper" type of institution. Our institutional type stereotypes are only partially borne out by the data on ability of entrants.

Let us assume that roughly similar data may be found in Ohio and in California, for example. Assume that about the same proportions from the bottom half and the top quarter enter higher education in these two states; about the same proportions survive or withdraw, distribute themselves in broad curricular and vocational groups, and transfer between institutions. Thus, given these findings, might we safely conclude that higher education was functioning in about the same way in Ohio and California? Yet the structure of higher education in these two states is markedly different, even when adjusted to a population base. There is a far greater proportion of junior colleges in California than in Ohio; there are proportionately more private four-year colleges in Ohio than in California; there is a complex university system in California, but a single complex university in Ohio.

We cannot, of course, say in advance how our findings will turn out. But I am coming to believe that our admittedly diverse system of structure, control, and support of higher education in America is far less related than we are wont to believe to the functioning of higher education. For example, we have tried our hand at relating certain demographic data, state by state, to the variable of proportion of youth of college age attending college in each state. The findings are still under analysis, but a few of them are pertinent here.

The factors significantly related to proportion of college youth in college, state by state, are: per capita income within the state; number of institutions per 1,000 youth of college age; and gross expenditures from all sources for higher education related to per capita income. This latter relation bears comment: gross expenditures here include tuition sources, endowment sources, federal funds, and gifts, as well as state and district tax money. Thus the index is a crude measure of the wealth allocated to higher education. Not related to college attendance are: proportionate expenditures of public funds from state and district tax sources for

higher education; availability of public or private institutions per 1,000 taken separately; a crude measure of range of offerings within all state institutions; or proportionate expenditures of tax funds for elementary and secondary education.

Subject to check by competent demographers, and to further analysis by variance and partial correlation methods, I am for the moment willing to read these data as indicating that parents and students will buy, so far as they can afford it, the education that approximates their quality perceptions and standards for either upward social or occupational mobility. Since we carefully, almost religiously, refrain from publishing a consumer's guide to higher education -- among diversity, all must be equally good -- parents and students are left to form their own standards of value; as we educate more we may raise their standards of goodness, until, not unexpectedly, it will be the "good" institutions to which people will clamor for admission and the "poor" institutions that will be recruiting students, even in a plethora of students. "To them that hath, it shall be given" may apply with some force to higher education, in the years to come.

On the basis of these partial and highly tentative fumbblings with the relations between educational structure and educational function, you will understand, I am sure, why we are trying to design part of our research so as to give us a fairly good national sample of students entering and operating in various types of institutions. If these data are obtainable we should be able to decide which if any of our structural characteristics of institutions are related to student characteristics and behavior.

It is not enough, we think, to concern ourselves only with ability and achievement characteristics of students as these are found in institutions of presumably different types. We are interested also in the interest and personality variables that may be found among student samples, for we have a hunch on the basis of limited evidence that these are often the important determiners of choice and individual decision-making. But here we face real difficulties of both a practical and research nature. Ability and achievement testing is fairly wide-spread in higher education; furthermore the various tests that are available have a rough comparability of content and purpose -- they are amenable to equating and other operations to produce common meaning. In the area of interest and personality measurement, however, we are faced

with a far lower frequency of general use, a larger number of different instruments, and a poorer theoretical foundation for comparability, classification or naming of variables, and construction of specific tests. We have asked many of our colleagues two questions: what personality traits are important? what tests exist for their adequate measurement? The number of different replies is slightly less, but not greatly less, than the number of respondents. (Laughter)

For the moment, by a rather tortured semantic reduction of our answers, we believe we want to measure the following variables as important in the differentiation of student groups within institutions: the general authoritarian complex on which Nevitt Sanford and his colleagues have done so much imaginative work; the broad factor of sociality which stands up rather clearly in the studies of scientists by Terman, Roe, and others, and which is clearly related to differential occupational interests in our own work at Minnesota; a dimension which we are tentatively calling conformity on the one hand and rebellion on the other, which appears important in some of the reports by both Gough and Sanford; a complex factor of which one extreme is the healthy, task-oriented individual in contrast to the defensively ego-oriented individual, as described in Asch's imaginative book on Social Psychology; and finally a variable which bears on the individual's theoretical orientation or value system in contrast with his pragmatic or economically determined orientations, a derivative from the Allport-Vernon Scale of Values.

These characteristics, together with the factors derived from the Strong Vocational Interest Blank, will, we hope, permit inferences about student characteristics that are found differentially distributed in various types of curricula and institutions. Where possible we shall try to test carefully chosen spot samples with such measures. Our first essay into this field will be a summer testing program in which we may have access to a sample of the winners and honorable mention candidates in this year's National Merit Scholarship Corporation competition, under the direction of Dr. John M. Stalnaker. This group, I think some of you will recognize, is probably as superior a group as was Terman's classic group in California in the earlier genetic studies of genius.

Our concern with these non-cognitive characteristics is understandable if we consider again this matter of stereotyping of classes of institutions. The institutions we name

in response to the stimulus phrase "the liberal arts college" carry in our minds more than cognitive elements; we think also of an "atmosphere," in which a particular kind of learning occurs -- an institutional "atmosphere," if you will. Of what does this atmosphere consist? First, a particular level of sheer ability, coupled with clear evidence of past achievement -- a superior student, in other words. But beyond that we picture a motivated student, with intellectual curiosity, broad interests, certain other personal qualities and needs. You may write your own description of the kinds of students you might expect to find in various types of institutions.

By some process of self-selection, indoctrination, institutional selection, and interaction between the student, his peers, and the faculty, these stereotypes come to have viability. One of the few good treatments of this process is found in Newcomb's early book, Personality and Social Change, a report of his research with Bennington students some years ago.

Without undue cynicism, one might state that the merit of certain institutions lies less in what they do to students than it does in the students to whom they do it. Or, stated another way, it's very hard to do too much harm to a high-ability, well-motivated student, once he gets into college. (Laughter)

This general problem is not unrelated to the expectations that students and their parents have for the outcomes of higher education. These expectations are, I believe, powerful forces in shaping American higher education. They are, in the main, vocational and upward mobility expectations, and these often run counter to what we as educators believe higher education should be. One might almost postulate that consonance between the institution's expectations and the student's expectations for the outcomes of higher education is a rare thing and may be the source of strength of certain institutions that come prominently to mind in our evaluation scheme. One might postulate also that the rampant vocationalism that is often decried in higher education, and that leads to a kind of geographic replication and proliferation of majors and curricula is itself a partial response of educators to consumer expectations, as well as a symptom of internal faculty pressures or administrative pressures to maximize enrollment for financial reasons. With regard to the proliferation and replication of vocational offerings, no one has successfully

denied Wolfle's observation that many curricula may lead people to the same ultimate occupational adjustment or conversely that the same curriculum may lead to several different ultimate occupational adjustments for individuals. One might argue from this -- the fact of no uniformly high correlation between the college course and the ultimate occupation -- that we have overelaborated our programs and majors beyond the real needs of our society, and that we have created a diversity that is more apparent than real.

In this line of argument, the professions represent a distinct problem, since they impose, by fiat and law, certain requirements on students deemed to be essential in maintaining the standards of the profession. But even in these fields, one can find evidence of discontent and on occasion of change in training programs, arising from within the professions themselves, and some evidence of surprisingly wide ranges of student ability within professional schools -- a far greater range of student ability between various professional schools of the same type than one would expect under certain ideas of the sociology of professions.

A final observation is in order on this matter of what the student does or "takes" in higher education. The man-hours spent in curriculum planning and curriculum revision are well-nigh incalculable; I venture to suggest that this process is the tribal ceremony of the academic man; (laughter) as a tribal ceremony it has great orgiastic and cathartic value, but unfortunately we seldom go on to adduce evidence that what is planned or replanned and restructured really produces certain effects on students. We come out of this ceremony exhausted, content, feeling wonderfully relaxed, but that is all we do. We return again to the faith and wisdom and compromise by which our system of higher education essentially operates; and I would not have it otherwise, since in spite of its critics we are doing a job that no other society has even attempted to undertake in the sheer volume of our youth that we try to educate in some degree and in some way.

Stated another way, our problem of curricular planning starts with a severe limitation: we do not know and cannot prove what mosaic or tapestry of courses produces what outcomes; nor can we agree, except in the most general terms or under the duress of professional and occupational sanctions, on what we want to produce in our students.

This lack of a priori knowledge of the outcomes of education stems from one simple consideration: the curriculum is not what we as educators proscribe or prescribe, but what the student makes of his experiences and how these experiences attain meaning for him. At least the following variables contribute to the outcomes in the student: the ability of the student; sheer minimum exposure; the interests and value system of the student, which includes his introjection of cultural or professional fiats and mores; the skill and dramatic flair of the teacher; the bond between the teacher and his students as individuals; parental and student expectations of the role of higher education; the rewards and assessment devices by which learning is measured.

Curriculum planning, at best, controls sheer minimum exposure, and on occasion, level of student ability. It does not take account of the other variables I have listed above. Furthermore since it is seldom subject to either the logically simple before-and-after test or the logically clear experimental-control group of scientific method, it becomes an exercise in semantics, decision-making, compromise, and faculty power politics rather than either an art or a science.

I would suggest also that our overelaborated curricula are more satisfying to us than they are meaningful to prospective students. Our institutional halos, our over-all quality aura or our mere proximity, bring us our students, rather than our minute manipulation and proliferation of our offerings. At this point you must permit me a moderately self-defensive statement. In our project discussions, when I have maneuvered myself into this argument for considerably less diversity in higher education, my colleagues quite helpfully point out that a few more steps will take me back to the trivium and the quadrivium of the medieval system, a few years behind even Dr. Hutchins. (Laughter) My only defense -- and it is admittedly weak -- is a plaintive insistence that it is possible to have too much diversity. Or that we are confusing diversity with geographic replication of purposes and facilities. Or that we are paying for more diversity than we really need. I think I do not deny my birthright as a psychologist trained in the hotbed of individual differences at Minnesota when I take this position, but I admit to being unhappy about it. I think I am arguing for enough diversity to do our job properly, but not for a cancerous diversity that will drain our all too limited resources in the trying years ahead.

Since I have completely departed from the confines of

any data by now, let me try a few concluding speculations about higher education as a vast and complex social system within our culture. There are over eighteen hundred different higher educational institutions in the United States today. At this very moment, it is not improbable that the curriculum committees and admissions committees and self-survey committees of many of them are actually meeting! What are the forces and factors that will bear on their decisions? What will be the impact of these decisions on the system? At the risk of appearing to be the poor man's social psychologist, I can try to derive a few observations about the dynamics of these fifty-four hundred faculty committees.

It is obvious of course that the members come with varying degrees of intelligence, subject knowledge, and epistemological sophistication; these factors are related to their performance as committee members. It is obvious also that they will be dealing with three rather simple questions: whom shall we admit; what shall we try to do to those we admit; what is our "proper" role as an institution? We might also add another one, which we do not pay much attention to: how shall we know that we did it? (Laughter)

For our purposes it is important to consider some of the more subtle forces that motivate their behavior as committee members. Each individual will first be found at some point along two value continua: equalitarian -- qualitarian, or, in simpler words, democratic -- aristocratic; vocation -- cultural, or, in more complex words, relativistic -- absolutistic. These two value systems are not independent, of course, but the correlation between them may be rather low. They are deeply embedded ways of perceiving higher education's tasks and therefore the way higher education should discharge these tasks. Shall we restrict enrollments, or shall we "take in everybody"? Shall we classify and segregate within the institution or shall we let other institutions take those we turn aside? Shall we add new vocational majors or shall we return to a smaller number of offerings? Shall we hold out for specified amounts and allocations of liberal and general education or shall we start vocational and professional work early? Shall we tighten or relax our general requirements for graduation? The answers to each of these questions, which recur with predictable and monotonous frequency in all faculty committees, are shaped by the two value judgments I have cited above.

In addition to one's characteristic position on these two continua, an individual faculty member carries with him a self-concept of membership in the group or class known as "the faculty." Furthermore, since this membership is his source of income and way of life, the group can exercise considerable force on his behavior and demand of him considerable conformity as the price for retaining his membership in it. Cohesiveness has been defined as the attractiveness of the group for the individual who seeks membership or wishes to retain membership in it. It is clear that the greater the attractiveness the greater will be the power of the group over the member and the more will be his conformity to the group standards.

The usual self-concept of the faculty member is that he shall engage in teaching, research or scholarly work, a little community service by virtue of his expertise, and a little participation in the government of his institution by committee service and similar activities. In actuality, he may work anywhere from a 24-hour week to a 60-hour week, and he may divide his time over these four functions in widely disparate ways at various times. But he is a member of a particular professional class and he identifies with that class in seeing himself functioning in the areas I have mentioned. Now the respectable and respected class member is the one whose research and scholarly work is visible; our graduate schools have properly fostered this idea, and our graduate schools remain the main source of supply for embryo faculty members. Our system of rewards tends to stress also the research or scholarly activity of the class member, even though we pay extensive lip service to "the importance of good teaching."

In informal conferences recently, faculty members of both state colleges and junior colleges have complained of the fact that they have so little time for research! I have also noticed that the administrators of these institutions keep score on all four parts of the stereotype in their evaluations of individual staff members. Thus I am led to conclude that we have, possibly inadvertently, fostered a kind of single standard of excellence and propriety by which we gauge faculty members, and that this single standard leads ever onward on upward to the dream of membership on a "good" or "distinguished" institutional staff. The converse of this, of course, is that the members of the "good" or "distinguished" institution tend to look down their collective noses at the pretensions, perceived inadequacies, or lower class status of their colleagues in "poorer" institutions. The yardstick for the measurement

of goodness or poorness is not always well calibrated and often appears quite elastic in its measurement units. But the net of all this is that within education, so far as its faculty membership is concerned, we have a hidden single standard of quality that seems to me to be a force toward similarity of function throughout all types of institutions.

If now we assume in our three committee meetings that the members are in the main aristocratically oriented about higher education, are somewhat absolute about the eternal verities, and perceive themselves as representing the highest level of the faculty stereotype, I suggest that their decisions or recommendations regarding education's three major questions will be quite predictable. You will recall the questions: Whom shall we admit, what shall we try to do to those we admit; what is our "proper" role?

But there are forces external to the membership of our three committees in each institution, and the impact of these forces must be sketched briefly, since they serve to hem in the decision-making processes somewhat. It should be noted that these forces may be in greater or lesser degree perceived by the committee members. If the faculty committee members have been kept markedly isolated from the community in which they live, their perception of the community forces will be far less. If the faculty lives in a real psychic sense in the community in which it serves, it will be far more sensitive to these forces. If they are not perceived and weighted properly the committee's decisions may be subject to some change, before equilibrium is reached.

Without assigning relative importance by the act of listing, these forces are: the needs of the community -- local, regional, or national -- that the institution purports to serve and the extent to which these needs are articulated and explicated; the resources with which the institution works -- financial, physical, or reputational, the nature of the institution's own administrative leadership, including the formal, statutory patterns of government; and the pressures from the institution's supporters, including alumni groups.

It is important to note here that the specific individuals who represent these four sets of forces are themselves also locatable on our value continua of democratic-aristocratic and vocational-cultural orientations.

The decisions of faculty committees -- all 5,400 of them -- are not immune to these outside forces. Higher education is everybody's business, and while there are specialists in domains of knowledge, there are no letters of marque to denote the specialist in higher education whose expertise commands instant respect.

It is heavy-handed triteness to say that if we want meaningful differentiation of function, or diversity of function, we must find a system of social rewards, subgroup standards, and public acceptance of the differentiated functions that will permit the diversity to come into being and be maintained. But in higher education we do not properly reward or recognize even the best exemplars of the faculty stereotype; we cleave to a single standard of the stereotype; we cannot well evaluate functions other than the research and scholarly function; we cannot easily convince our constituencies that our way is best or that their expectations for higher education are less valid than ours. In our own conversations and folklore our criteria of educational effectiveness include number and quality of students; resources to do the job as we think it should be done; success in obtaining research finds; men of distinction on our faculties; community acceptance; success of our graduates; and adequacy of our physical plant.

These criterion or output variables are not, I submit, unrealistic or visionary or markedly different from the variables used by our constituency. But we must see that they are applied in such a way as to give proper credit and proper weight to a fully democratic educational system that includes junior colleges and state colleges working with different levels of ability for appropriately different purposes, and that it is also an open system allowing for movement of students across or up the fields for which we are providing the training.

Thus, after five months of wrestling with the diversity of higher education, I find myself more curious about its uniformities. This is not as paradoxical as it may seem. All higher education has two broad goals: further transmission of common cultural elements; differentiation of its students into the specialists needed by our society.

The range of ability of our students dictates that these two goals shall be reached by different methods,

content and time intervals, but the goals remain the same.

It appears to me that we shall be of greater service to our constituency if we concentrate on more effective ways of discharging our basic functions and pay less attention to our presumed structural differences. Our over-emphasis on structural diversity leads us, it seems to me, to a public defense of forms of higher education that we privately question, and an unwillingness to develop quality criteria that we might later apply to the total process of higher education. We shall never be completely rational about any social institution that is maintained in faith, but we can possibly move toward rationality by this approach to higher education's problems.

As you can see, I know less about higher education than I did five months ago, when we started our project. Whether I am now ready to learn more, only time can tell. Meanwhile, I am most grateful for your willingness to listen to my uncertainties this morning.

Thank you. (Prolonged applause)

PRESIDENT HOCUTT: Thank you very much, Dean Darley. I think it is most interesting how well your address and that of Chancellor Kerr dovetail one with another.

You mentioned Dean Winbigler's insistence on a prepared text in advance. I think perhaps he anticipated the significance of your speech, and realized that the people here upon returning to their campuses would want to read and re-read your address.

As you may know, this group shortly will divide into five Conference groups in order to discuss your paper. I wish it were possible to divide you into five parts in order that you might be present with each of these Conference groups so that they could quiz you on the points raised in your paper.

Before we break up for the conference groups, I should like for a moment or two to say a word or two to the visitors who are here. I would like to extend a most cordial welcome to the ladies and gentlemen who are in attendance at this Conference as visitors. I understand that several representatives of California colleges which are not members, which do not hold institutional membership in NASPA, are here. We hope that your participation in our Conference proves interesting and informative.

There are guests who have brief spots on the program this afternoon, I believe, and who will be presented to you at that time. I would like to take just a moment to present three representatives of professional organizations who are in attendance. They are: Mr. Howard Shont, Registrar of the University of California at Davis, representing the American Association of Collegiate Registrars and Admissions Officers. Is he in the audience?

Another visitor with us is Mr. Herbert Gatzke, Director of Student Personnel Services at the Claremont Graduate School, representing the Western Personnel Institute. Is he here? We are delighted to have you, sir.

The next gentleman, I certainly should not introduce as a visitor, because he is really an old timer in this organization. He is here in a dual capacity, however, representing the Association of College Unions, and also as a member of our Association, and I refer to Dean John Bergstresser, Dean of Students at San Francisco State. John.

... Conference announcements ...

DEAN BROADBENT: May I announce two changes in the Conference group personnel. Ray Hawk will substitute for Dudley Fulton in Group IV, as recorder, and Jack Graham will substitute in Group V for Clark Davis as Recorder.

We would urge all of the recorders to submit your summaries of the conferences, brief summaries of the discussion and the conclusions reached. We will ask you to leave them at the registration desk before the group shoves off for Stanford in the morning. In that way, we will be sure that you have them good enough while they are still fresh in your minds.

PRESIDENT HOCUTT: Thank you.

DEAN STONE: Just a brief reminder of the coffee break that follows, before we start our discussions. It will be in the alumni house, between here and the gymnasium. I think many of you passed that nice new building this morning. Follow me, if you do not know the way.

PRESIDENT HOCUTT: We stand recessed.

... The Conference recessed at ten-ten o'clock, to reassemble for the various Group discussion meetings ...

WEDNESDAY AFTERNOON SESSION

June 20, 1956

The Conference reconvened in Dwinelle Hall at two-ten o'clock, Dean H. E. Stone, University of California, presiding.

CHAIRMAN STONE: Fellow Deans, Friends: One of the highlights, if not indeed the highlight of our annual Deans' Conferences, is the address of our own President.

In these Conferences we enjoy and profit by lectures of distinguished college Presidents, distinguished Chancellors, distinguished academic Deans, psychologists, psychiatrists, professional needlers, masters of the art of sarcasm, and even Doctors of Doom for our own profession.

However, with no apologies to any of these, past or present, the address to which we look forward most eagerly, prize most highly and remember longest is that of the President of our own Association.

Our President does not come to us; he is one of us. He does not speak to us; he speaks with us. He is always just a being like the rest of us. He talks with us on the problems he ponders and he studies at his desk, the same problems which you and I face week after week, and year after year.

He tells us of his hopes, his ambitions, and his concern for the profession we follow, for the Association we cherish, and for the students we serve.

Our President is a modest man, yet we all know and are proud of the fact that he is also a distinguished educator and distinguished administrator.

We Yankees at first had considerable difficulty in understanding his accent, but that is all passed now. As our tall, quiet, genial host at Williamsburg, as our program chairman at Purdue, and our President John for the past year, we have come to know, to respect, and to love him. He it is before whom distinguished counseling ears, foundation and foundation coffers, open wide, all for the good of NASPA and its programs.

It is a real privilege and honor for me to present our own President John. (Applause)

PRESIDENT HOCUTT: Thank you very much, Hurford. You make it kind of tough for me to begin after such a complimentary introduction, which I appreciate very much.

"The Individual in the Coming
Crowd of Students"

Approximately six weeks ago I learned that the distinguished Chancellor of the University of California who addressed our opening assembly on Tuesday evening, had selected the theme of our conference, "The Individual in the Coming Crowd of Students," as the subject of his paper.

This concerned me somewhat because in planning my remarks to you this afternoon, I had made a tentative decision to speak on the same subject. I was concerned because I considered it presumptuous for me to attempt to compete with Chancellor Kerr.

After debating with myself about what to do, I decided to go ahead with my plan to speak on our conference theme from the point of view of a student personnel dean, hoping that what I have to say may complement in some way the excellent address of Chancellor Kerr.

NASPA followed the crowd in selecting a theme for this 1956 Conference. I am certain that during this year every professional association in any way remotely related to education has in annual meetings, conferences, and workshops discussed and debated the implications of the "Impending Tidal Wave of Students." NASPA has injected some originality in directing attention to the individual student in this coming crowd.

For me to quote the figures relating to the "rising tide," which all of you have studied, would be redundant. You and I know that in spite of assertions of determined boards of trustees and presidents of some institutions that their enrollments will be maintained at present levels, the majority of institutions of higher learning expect to expand, whether they would like to or not, with the net result that within twelve to fifteen years the total number of students in colleges and universities across the country will have doubled.

This prospect compels those in higher education to ask anew the questions: "Who should go to college?" and

"What should be taught there?" The ultimate answers to these most important questions will not be given by student personnel administrators. However, we have, or certainly should have, great concern as to what decisions are to be made. It follows that if we are to make maximum contributions to our respective institutions, we must be giving serious thought to these big questions in order to make responsible recommendations which may influence future policy.

In thinking of my personal answer to the question "Who should go to college?" I was reminded that a few years ago at the University of Delaware, we made an effort to interest a wealthy industrialist of the state in supporting a scholarship program at our institution. This person, whose fortune had grown in large measure as the result of the creative genius of college graduates in his employ, denied our request insisting that there were already too many students going to college. "For the few who really deserve to be in college, there now exist sufficient scholarships," he told us.

My president tells the story about another such person who, in his concern that too many are now being graduated, asked: "With so many going to college, who will dig the ditches?" And the rejoinder is: "If competent students in adequate numbers do not receive college training, we shall all be digging ditches."

James Bryant Conant in his 1948 book, Education in a Divided World, expressed "a fear that we may educate more doctors, lawyers, engineers, scientists, and college professors than our economy can support." And Seymour E. Harris in his book, The Market for College Graduates, published in 1949, predicted that a large proportion of the increasing flow of college graduates over the ensuing twenty years "are doomed to disappointment after graduation, as the number of coveted openings will be substantially less than the numbers seeking them."

President Francis Horn of Pratt Institute, in a paper delivered before the Tenth Annual National Conference on Higher Education held in 1955, stated that "the last few years have demonstrated that Mr. Harris' crystal ball deceived him" when he predicted a tremendous oversupply of college graduates during the coming years. "The problem is not an oversupply of college graduates but an undersupply -- not of top notch graduates only, but of almost any live B.A. or B. anything else," said President Horn.

And even should there be in the future an adequate number of doctors, lawyers, engineers, scientists, and college professors, I submit that it is no more incongruous for a plumber to have a college degree than to have a Cadillac. Certainly this is true in a country where the people govern, and cultural advantages are available for all who can appreciate the riches of public libraries, museums, and the better concerts offered on our televisions.

I have read that the United States now produces forty per cent of the total world output, and that the experts p[redict] no plateau, even over the next one hundred years, for our amazing productivity. I also have read David Sarnoff's exciting article "The Fabulous Future" in the January 1955 issue of Fortune in which he forecasts for the next twenty-five years "technological progress unprecedented in kind and volume." I am obliged, therefore, to accept President Horn's estimate of the nation's insatiable appetite for college graduates which will continue to exist over the coming years.

I do not concede that there are already too many young people going to college. At the same time, I firmly believe that the opportunity for higher education is a privilege and not necessarily a right. I do not propose that our student bodies of tomorrow be limited to "an intellectual elite," but I would refuse admission to those who are inadequately prepared for serious college study.

It is inevitable that as the number of students seeking admission to colleges begins to climb sharply, our admissions processes will become more highly selective thereby placing a premium upon ability. This trend already has begun on many campuses.

Benjamin Fine in his Sunday New York Times column of May 20 reports the results of his survey of applications for admission versus students admitted for 1956-57 at thirty "typical" colleges and universities. Mr. Fine notes that these colleges have received more applications for admission for the coming year than ever before, with the number of applicants far out-pacing the number of vacancies. As a result, these institutions have raised their admission standards to a point that many well-qualified students are being turned away. Mr. Fine expresses a fear that the colleges may become selective to a point that trained personnel and skilled workers on a professional level will not be produced in the increasing

numbers needed, thereby adversely affecting the nation's economy and future welfare.

Some colleges and universities have already discontinued their offerings of non-credit review courses in English grammar and in mathematics for inadequately prepared freshmen. Certainly others will follow suit. The result soon may be that the high school or preparatory school graduate who needs remedial work in these and other areas in order to undertake a "normal" college program will no longer be regarded as admissible to most colleges. Of necessity, the colleges may be unable to accept the challenge of the President's Commission on Higher Education that "they must be able to offset the handicaps of secondary school instruction which is of poor quality."

It may seem inconsistent that we should be concerned with holding the dikes against a future tidal wave of students, while at the same time expressing concern about a large number of capable youth who do not enter college.

We know from present measures of scholastic aptitude that there are at least as many able high school graduates who do not enter college as who do. Of the top ten per cent of the college age group in terms of aptitude, less than half now go to college. As President Perkins of the University of Delaware has stated it: "The nation is squandering our greatest natural resource, the brains of our talented young people."

We have a responsibility to assist in developing better ways of identifying those superior students who are not seeking a higher education. Further, we should have a part in removing whatever obstacles are preventing these talented youth from enrolling at our colleges and universities. These students should be included among future entering college classes.

I feel quite safe in concluding that in terms of academic potential, the "average" individual in tomorrow's crowd of students will be a decided cut above the "average" student of today.

The second "big question" I referred to earlier is "What is to be taught in college?" Here, I shall not attempt to debate the merits of general education versus specialization. I take it for granted that an adequate curriculum must involve both. I prefer to consider what to me are some of

the broader implications of this question. And perhaps the question should be rephrased to read: "What is to be learned in college?"

If the individual in the coming crowd of students is not to receive a watered-down version of higher education, there needs to be a greater emphasis upon the primary purpose of college -- the intellectual development of the student. Accomplishing this purpose will involve placing in proper perspective the secondary aims of higher education -- character building, development of leadership, training for citizenship, and social maturation. There must be a reevaluation of the out-of-class activity program to eliminate all that does not substantially complement the academic program.

I may be challenged regarding my identification of character building, leadership and citizenship training, and social maturation as secondary aims of higher education. In calling them "secondary," I do not devalue their importance to the individual or to society. The point, it seems to me, is that one need not go to college to accomplish these objectives. At the same time, I believe that the college or university which concerns itself solely with the intellectual development of the student, to the complete exclusion of these secondary objectives, is not doing the best job it can for the student -- the experience of the 19th century European university notwithstanding.

Our friend Dana Farnsworth told us this in April 1955: "My thesis is that education should include more than knowledge and intellectual power. Education and educators should acknowledge that skill in handling emotional conflicts and tensions and the training of character are just as important as traditional subject matter. Furthermore, the adoption of this concept should serve in the long run to raise standards of accomplishment in the purely intellectual pursuits, not lower them."

It is an understatement to say that we in student personnel work are engaged in a controversial business. At our thirty-seventh anniversary conference held at Purdue last year, Professor Howard Mumford Jones, our banquet speaker, announced that he had "resolved to address you precisely on the topic: How and why you should strive to abolish yourselves." In his address, Professor Jones assumed the role of "a Man from Mars" who is above "the educational-administrative

battle," and who is able "to describe us sympathetically, yet critically." The Man from Mars noted that undergraduate life at our American colleges and universities is merely imitative with no values of its own."

"Education," says Professor Jones, "is not the mere capacity to be taught, it is not running for campus offices or getting into the right clubs or basking in the factitious and fleeting glow of athletic fame. It is not dependence upon deans, councilors, psychologists, and tutors. It lies in the lonely capacity to learn. Looking over his shoulder, I can see that the Man from Mars concludes" -- and I am still quoting Professor Jones -- "that the great problem before the country, educationally, is: How can we make the undergraduate colleges grow up? How can we gradually diminish this prolongation of adolescence?"

If the barbs thrown by Professor Jones affected you as they did me, you have given much serious thought during the past year to the relationship of your student personnel services' program to the objectives of your institution.

A similar view is expressed by Louis M. Hacker, Dean of the School of General Studies of Columbia University, who contends that at least one-fourth of students' time in American colleges and universities is wasted on frills and hand-holding. Dean Hacker writes, "A good part of college administration has fallen into the hands of non-academic people who are stressing services and activities which have nothing to do with learning. Every assistant to the dean has become a spiritual confessor and a psychiatrist."

I concur with Dean Hacker that "hand-holding," at least in the academic sense, is a waste of time. I agree without question that the intellectual development of the student must be the first concern of our educational institutions. Only insofar as we in student personnel contribute to this end result can we justify our existence on the university scene. However, I submit that the student is not divisible into three parts -- the social, the emotional and the intellectual. To try to teach students as if they were "lonely brains devoid of feeling" is psychologically naive and pedagogically unsound.

For that matter, I would argue that no one in higher education can teach students anything. The best we can do is to provide a favorable situation in which the student, if

adequately motivated, can learn from his own experiences. One learns, yes -- even gains maturity and builds character -- by solving one's own problems in meaningful living situations. In student personnel work, we must help provide those meaningful experiences, and we must help the student to interpret them. That is teaching in its full sense. We must assist the student to develop independence and character, and we should refuse to inhibit this growth process by making the important decisions for the student, or by solving his problems for him.

Indeed, the student personnel program is an integral part of the educative process. We have substantial grounds upon which to refute what others have described as our "marginal" relationship to teaching per se.

Studies which have correlated scores on scholastic aptitude tests with college grades typically yield correlation coefficients in the order of .50. When the best possible linear combination of several aptitude and achievement tests is obtained, together with an estimate of high school rank, even then the effectiveness of this combined information in predicting academic success is in the order of .70 to .75.

This means that about fifty per cent of the variability in students' performance is not predicted by measures of ability and performance. Part of the difference is due to inadequacies of tests, and part to inadequacy of grades as a criterion of student performance. To a considerable extent, however, the poor prediction is a result of forces other than the classroom which are acting upon the student. These forces result in lowered motivation, inappropriate attitudes toward learning and toward authority, social maladjustments, and the like.

We know that on the average no more than about fifty per cent of those students who enter college go on to graduate. If administrators and faculty members are to decrease this wasteful attrition among potentially capable students, it is necessary that greater attention be paid to the "whole" student in the total college or university situation. This, it seems to me, makes our job just as crucial in the learning process as is that of formal teaching.

Is it wishful thinking to hope that the philosophy of the "student as a whole" may apply to the "typical" individual in the coming crowd of students?

The time remaining for planning and organizing before the predicted crowds will be upon our campuses is all too short. Some of the services included in our programs, if they are to be continued, will have to be rendered via different techniques. For example, we may see a trend toward more group guidance as a substitute for a large portion of the individual guidance we can offer today's student.

We could learn a great deal from an analysis of the cost of administering some of our present student regulations. I dare say such a study on just about any campus one might select would result in the discarding of some regulations because of the impracticability cost-wise of continuing them in consideration of what is gained via these regulations.

In the future as our student bodies grow, we shall of necessity have to extend responsibility and authority in larger measure to students in the areas of discipline, residence halls government, orientation of new students, the student advisory program, administration of extra-curricular activities, and the social program.

It is my opinion that up to this point we have not begun to involve students as aides in the student personnel services program to the extent that this is possible and to a point where they could substantially increase the effectiveness of our programs in serving the individual student. We have made limited use of student leaders primarily in the orientation of new students and in the role of "firemen to help put out isolated fires." If we are really to utilize the talents of the more capable student leaders, they need special training for the responsibilities we are to assign them. The potential student leaders need to be identified early in their college careers so that they can begin to receive training at least at the sophomore level.

I urge the new president and executive committee of NASPA to appoint a commission or committee to develop plans for a training program for student leaders who are to serve as student assistants in our student personnel services programs. It is my thought that these plans must involve the development of a case book or training manual. I have in mind that in this program, many of you will be involved as instructors using this case book or manual as a teaching guide in a number of week-long seminars to be held about the country each fall. I believe Jimmy Allen at Texas Tech has already started something of this sort on his campus.

I firmly believe that you can develop imaginative and practical plans for this program which ultimately will provide us with valuable part-time trained student assistants, and that NASPA can obtain foundation financing to enable implementation of the program.

Where will trained personnel come from for these full-time additions as we may be able to make to staffs? To a considerable extent, I think we shall be obliged to create our own supply by assuming a responsibility for training such personnel.

As to the matter of training, the most significant contribution made to our membership by this Association in its history has been through the Commission III Seminars. I say this as a relative newcomer to NASPA with full awareness of the good fellowship which I have enjoyed at our annual meetings, the help which I have obtained from some of our programs, the inspiration which I have gained from the "elder statesmen" and the "deans of deans" as exemplified in Fred Turner, and the host of friends I have made who will read my letters or listen to me over the telephone when I need expert advice in solving some problem.

In our successful effort to obtain foundation support from the Carnegie Corporation for the current series of five Commission III seminars, NASPA pointed out that in a simpler day, the dean was essentially a personal counselor to the individual student. Typically this dean was drafted from an academic speciality, irrespective of his training, and was asked to serve because of his personal characteristics. As a refugee from chemistry with no formal training whatsoever in the field, I am a prime example.

Today, the dean works in an increasingly complex and demanding situation. The dean as personal counselor of necessity is being replaced by the dean as administrator. Now, and this will be even more true in the future, the dean's effectiveness depends upon his skill in working with and through a growing staff of specialists. Thus, we argued in our request for money to do something about this situation, there exists on the part of most deans, an obvious and deep-felt need for greater insight into the administrative process.

To a person, the deans and personnel workers who have attended those seminars already completed have been

enthusiastic about the lasting benefits they gained from the experience. The idea for this experiment in teaching administration to administrators, which originated with Dean Leslie Rollins, the first Chairman of Commission III, was judged so far-reaching that the Carnegie Corporation through the Institute for College and University Administrators is sponsoring a similar series of training seminars for college and university presidents. The second of these Presidents' Seminars is in session at the Harvard Business School this week.

In spite of the effectiveness of these intensive seminars, it must be admitted that they are not expected in one-week's time to convert personnel of limited or no background in the field into trained student personnel administrators. The results achieved have been aptly described as "refurbishing jobs."

If during the period that lies ahead, our efforts are to benefit any appreciable number of individual students, there must be a greater emphasis upon administration. By this I mean there must be more effective budgeting of time and skills, more care paid to delegating, and more skillful relating of the parts to the whole. What, then, is the answer to the training question?

If NASPA is to retain the training initiative realized through the Commission III Seminars, we must look beyond the program now under way. It could be that a series of intensive six-months training seminars patterned after the one-week session and internships of a half year or year's duration are possibilities. I believe foundation support awaits the asking by this Association provided our leadership is intelligent and far-sighted enough to propose a realistic program through which personnel in our field can markedly improve their professional qualifications for the important work they are doing.

You can be certain that other professional associations in our area of interest have taken due note of the start we have made. If we lack the imagination to come up with an adequate answer to the training problem, some other group will.

Some persons have predicted that over the next ten years or so there will be a shift completely away from the concept of the individual. Without a doubt, we are entering upon a period when of necessity our institutions shall be forced to accommodate students in greater and greater numbers

with relatively fewer and fewer teaching and administrative personnel. Indeed, if we are not careful, the individual can easily become lost in tomorrow's crowd of students. The hope in the future for giving attention to the student as an individual lies not in the classroom situation but rather through the personnel services available to the student in our programs.

The prospect faculty-wise of attempting to accomplish more with less can result in an educative process which is even less efficient than it is today. But this need not be so. I have a colleague, a successful teacher of mathematics over many years, who contends that it really makes little difference whether the mathematics section numbers twenty or forty students. His point is that the major portion of the learning process takes place outside the classroom.

Individuals can be exposed along with others to matters academic. Or, if you will, they can be led to learning en masse in the lecture hall where the professor at the conclusion of his lecture assigns "outside reading" from a bibliography which may have been distributed to one hundred students or to four hundred students in the class. The amount that is learned will depend in part upon the professor's ability to make his subject exciting, and the individual student's interest and capacity to learn.

Howard Mumford Jones referred to the "lonely capacity to learn." I believe learning is a lonely task. It is simple logic, I think, that among those students engaged in this lonely process of learning, the persons best equipped to gain the most from individual study are the ones who have been properly selected for college; who are physically and emotionally healthy; who are well-adjusted and strongly motivated; who are pursuing programs of studies suited to their talents and interests; whose problems -- financial, personal, and otherwise -- have been minimized; who have reasonable recreational and social opportunities; and who are adequately housed and properly fed. It is the purpose of the well-planned, ably administered student personnel services program to accomplish these objectives with the individual student.

It is my fear, however, that student personnel services' budgets will not increase in somewhat the same ratio that numbers of students will increase. We face the prospect of serving larger student bodies with relatively smaller staffs in spite of such admonitions as that by Dean of Administration Albert Meder of Rutgers who contends that "Manning the classroom

at the expense of the Dean of Students' staff is apt to be fallacious and to impair educational quality through lowered student morale."

It will be "penny-wise, pound foolish" for presidents not to put adequate money into the student personnel services program at a time when institutions will be unable to employ faculty in sufficient numbers to maintain present teacher-student ratios.

Our task is to gain understanding on the part of faculties and to convince our presidents of the fact that the faculty member's job will be made much easier and the educative process for the individual student made more efficient if student personnel services programs undergo reasonable expansion as the tide of students rises.

Thank you. (Prolonged applause)

CHAIRMAN STONE: President John, this thought-provoking and challenging address does honor to us all, the time and thought that has been put into it. I think we shall have to go over that manuscript again and again, until each of us comes to the full import of your remarks, some of which, to say the least, may be disconcerting to us.

There is a space now upon our program for the discussion of the President's address. Is there any rebuttal to be offered from the audience? (Laughter) Are there any questions which anyone wishes to raise with the speaker?

John, I think we want to think about that some more before we talk about it too much. Thank you very much.

Are there any announcements which should be made at this time before we adjourn for a few minutes of fresh air before the next session? Mr. Winbigler, Program Chairman.

... Convention announcements ...

CHAIRMAN STONE: A word now about this much discussed Friday morning breakfast at the Berkeley Breakfast Club. The Berkeley Breakfast Club represents a cross-section of the membership of all of the service clubs in this area. It has no social, political or international objectives, other than to have fun and fellowship on Friday morning, each week, at an

early hour of the morning. We are hoping that we shall have as many of you gentlemen as possible on hand Friday morning, and the most the breakfast could cost you would be \$1.50, possibly slightly less.

May we ask for a show of hands now, so that we may give the management some idea of how many to expect, of how many of you boys are still young enough to get up in time to get on a bus at seven o'clock on Friday morning and go with us to the Berkeley Breakfast Club at the Shattuck Hotel. A show of hands. Tom Dutton, will you help take a count. (A count was taken) Thank you very much.

We hope more of you change your mind and decide to go with us down to the Shattuck Hotel on Friday morning, because I should tell you this, the subjects will be very, very serious, as you will immediately know when I announce the speakers. Ed Cloyd is going to speak on the subject "Behind the Dean's Door." Shorty Nowotny is going to speak on the subject "Under the Dean's Door." And some other character, either in this community or this Association is going to do something about "Behind the Dean's Back." The theme is "Deflating the Deans."

If there are no other unnecessary announcements, we will take a five minute stretch, upon which Donald Mallett of Purdue University, and Vice President of this Association, will call you to order for the first business session of this Association. We are now recessed.

... Five minute recess ...

... Vice President Donald R. Mallett assumed the Chair and called the first Business Session to order at three-ten o'clock ...

CHAIRMAN MALLET: Gentlemen, can we get the meeting started? The five minutes has stretched to fifteen. I recognize that probably the information passed back and forth out in the halls in terms of stories and so on may be more interesting, but we do have a program, and I am going to move along here since I have been warned that I am to dismiss this group by five o'clock at the very latest.

This afternoon marks the first so-called business session. This is an opportunity for those of us who are rank and file members of the Association to hear something of what

has been going on in some of the committee activities during the course of the year. As you know, we have certain committees which are charged with responsibilities dealing with relationships with various groups in the area of personnel. This afternoon we will hear from four of those committees, and I think in each case they have a report or a program or speaker to present.

Before going into the committee reports, I have been asked to make an announcement. The Committee on Nominations and Time and Place has asked that I request anyone who has any suggestions for nominations for officers of the Association, or anyone who has suggestions for a place for the 1958 meeting, to contact any member of the committee. The committee is made up of all Past Presidents in attendance, plus three elected members, Baldwin, Dushane and Nygreen. They are meeting tonight after the banquet. So if you have any suggestions regarding nominations or place, see them -- nominations for the year of '57, place for the year '58.

To move on with our program, as presented to you in your printed copy, we will hear first from the Cooperating Committee with the United States National Student Association. The chairman of that committee I am happy to present to you, the Dean from the University of Wisconsin, Dean T.W. Zillman. Ted, it is yours.

DEAN T. W. ZILLMAN (Chairman, Cooperating Committee with U. S. National Student Association): Thank you, Don.

Several years ago three committees representative of NASPA, ACPA, and the National Association of Deans of Women, collaborated on a common statement concerning the United States National Student Association. The report at that time was designed to acquaint a good number of our members with this National Student Association, since there was a variety of misinformation and a good deal of lack of information concerning the Association among our own membership.

As a consequence the three committees presented a joint report to their respective Associations. This report, as some of you will remember very well, was accepted or received by this body in our 1953 meeting. You can find a printed and published report of the committee's action and recommendations at that time in one of the old report Digests that we all received at the conclusion of these meetings.

During this current year it was felt by our Committee and particularly by the National Student Association that the time had come to revise some of the material presented at that time, and in particular give a re-evaluation of the United States National Student Association as it exists today. It has of course grown, and from what I have seen, it has prospered, and it was felt that you people ought to be informed by another report of these three joint cooperating committees.

Unfortunately, that report is not ready for presentation to you today. There are still some details to be worked out, and other committee people, cooperating with your NASPA committee, to be satisfied as to language and wording. It is hoped then by these three cooperating committees that coincident with the tenth year of its history the United States National Student Association report will be presented for your information and edification at our next meeting.

Since I have so little of purport to give you, I think you would all be interested in a brief resume of the United States National Student Association's work since you heard from that student organization last. To do that task for us, we have one of the officers of the student association with us. He is going to talk to you in terms of what the organization has been doing, and what he sees as its accomplishments, and it is my pleasant privilege now to present him. His name is K. Wallace Longshore. He is a student with our good friend Byron Atkinson at the University of California, Los Angeles branch. I believe that is all I have to say of him, other than he is well versed in the organization, having served as Vice President of the United States National Student Association, and to tell you further that he is a student in the Law School there at UCLA, where he will continue his studies next fall and his contributions to the National Student Association. Wally. (Applause)

MR. K. WALLACE LONGSHORE (Past Vice President, United States National Student Association): Dean Zillman, and Dean Mallett: I want to say that I certainly appreciate this opportunity, and as a person from southern California I should like to congratulate you on having chosen the second best place in the Union for your Conference this year. (Laughter)

I would go on a little further about the brotherhood between UCLA and the University of California, but since the poetic license of hospitality may limit me, as well as the ten

minute time limit for discussing NSA, I will proceed to give you in a capsulated form some of the expanded activities that the National Student Association has been engaged in during the last decade.

Beginning in August, as Dean Zillman mentioned, we will have been in existence for some ten years. This is almost a record for a National Student organization in the United States. Not only are we completing our ninth year, and organizing our Ninth National Student Congress at the University of Chicago, about August 20th, which is a conference -- incidentally, I would like to say as an aside that I would like to invite each of you to come and participate in it. I think one of the things that could contribute a great deal to the success of this conference, whose theme is "Student Leadership in Higher Education," would be the assistance, advice and contribution of Deans of Students. I hope that many of you will find time to participate in this Ninth National Student Congress.

But let me get on to say something about NSA's program. I am not going to discuss its entire program, from international exchange of students to the negotiations with National Union of Students abroad, to promoting international student programs on the individual campuses, to developing educational programs for student life and student government on each individual campus, but I would like to restrict it to an area that I think you are most interested in, and it happens to be an area in which I am most interested. That is an area where, at least within the last three years, NSA has been placing increased emphasis, the emphasis of how the National Student Association can awaken students to be consciously aware of the educational process in the non-classroom aspect of the university or the college community.

I think all of you recognize that the great tidal wave of students, which in part is here today, like all inundations, is a process of erosion, and that the student community affects in one way or another all educational standards, and programs and prescriptions that are developed.

Well, NSA's emphasis in the last few years has been to try to give conscious recognition to this, and to attempt to develop a responsible attitude on the part of students toward their own educational development, particularly as it applies to the student life realm, or the non-classroom realm.

But our emphasis has not been to restrict it there. We have felt that since students have such an important contribution to make, and make it whether you recognize it or not, that students should become more and more concerned with the overall philosophical goals of higher education, that we have a responsibility not only as individual students to recognize what our personal goals are, but we have a responsibility to consider the social implications of higher education and to participate -- not to detract from the other agencies within the educational community, but to participate in the decision making that is going on in the educational community.

Respective to this goal, NSA has carried on a number of important programs.

First of all, under the Ford Foundation, we did an extensive study last year into the nature, into the status quo, into some of the value systems of campus life today. Resulting from this study we have sponsored a number of conferences among educators and students sitting down together on a national level and on a regional level, trying to work out what is the contribution that students and student leaders can make to higher education?

Coincident with, or following out this goal, the Ninth National Student Congress is dedicated to this theme of student leadership in higher education. What can each student do on his respective campus? What can the student government, the student body president, the leaders of fraternities, the editors of the newspapers, do to assist in the achievement of the goals of each individual institution?

But perhaps more importantly, or stated differently on a broader level, what can we do collectively through a national student organization to help develop, help promulgate, help carry out the purposes and goals of higher education?

I think that respective to this NSA is interested in pushing this aspect of student life much farther than it has in the past, placing a great deal more emphasis in this area; and that here NSA is, I think, realizing its maturation, or realizing its maturity through its decade of experience in its development and growth, for it would at least be my thesis that this is where student government can mature, and contribute most to higher education, by realizing conscientiously and developing conscientiously on its campus purposes, programs

and ideals of carrying out the goals of higher education on each individual campus.

It is our hope that regional meetings, that in special scheduled seminars next year, and at the National Student bodies conference that this goal, this purpose, will be worked out further, and further, and further.

In a sense, I think this is a common goal with you. The more we succeed with that goal in a very real sense, the more you are succeeding, because what greater contribution can you make to higher education than to help student government become consciously aware and plan and program its own educational growth and development?

I am quite certain that our success would not exist without you, without your contributions individually and without your cooperation and support on the national level. I am quite certain also that in our response to the great challenges to higher education that we both will not be successful unless we mutually work this goal out more and more and more, unless we do it mutually through greater and greater exchanges. That is how we become more responsible and more directive, and that is how I think you can become more sensitive to the way students react and feel about the way we are reacting to the crisis in higher education.

I think this is a very important consideration, not because there is a tidal wave of students coming to the campuses, not because as an institution higher education is in a crisis, but because higher education must respond to the crisis in the social and cultural and political milieu of our time, because unless higher education meets the tidal wave in a way that will help us to respond to the problem of life and death of human survival, then I think education will fail not the tidal wave, but will fail humanity. And I think the success or its response will only come about through the mutual work and effort of all educational organizations.

I hope that our good relationships, that our cooperation and liaison will be extended and expanded and will grow in the next decade. Thank you very much. (Applause)

CHAIRMAN MALLETT: Thank you, Mr. Longshore, and I think I can speak for the Association: We congratulate NSA on the job they have done during the last decade. We wish you

the best of luck in the future. I have been told by Dean Zillman that Mr. Longshore will be around following the meeting, and I do not know for how long, to discuss any questions regarding NSA that any of you may have.

We will now move on to the second segment of the afternoon's program, preliminary report, I believe it is -- or maybe I should not call it a report. From what I have been told, this is a semi-report, if there is such a thing, of the Cooperating Committee with the National Association of Foreign Student Advisers.

Gordon Klopff, chairman of the committee, was unable to make it to the meeting. He has asked Leo Dowling, Assistant Dean with Bob Shaffer at Indiana University, to fill in for him. I think this is appropriate since Leo not only can fill in as a representative of the committee, but is also the official representative of the National Association of Foreign Student Advisers, inasmuch as he serves as the President of that group. So I will ask Leo to take over and give a report to us concerning the relationship between our group and NAFSA.

DEAN LEO R. DOWLING (President, National Association of Foreign Student Advisers): Thanks, Don. I was very sorry that Gordon could not be here today.

I was unable to contact all members of the liaison committee because of the lateness of my arrival last night. But I have, I think, talked to a sufficient number of both the committee and some of the membership here at this Conference, and am able to make a report to the National Association which you represent of things that will be very helpful, I believe, in carrying on our program.

I think there must be something about this California weather that stimulates the mind to enlarge its horizons of thought, and deepen its fund of information. It was just four years ago, as a matter of fact, at a meeting of our Association in San Francisco, that a panel of experts considered some of the psychological problems of foreign students relating to so-called "culture shock," and came to the conclusion that neurotics build air castles, psychotics live in them, and psychiatrists collect rent from both. (Laughter)

Most of you, I say hopefully, know the Association which I represent, the National Association of Foreign Student

Advisers. I hope what you know about its work is favorable. The Association was brought together formally nine years ago. It had been meeting informally for several years before that, to help serve more effectively the interests and needs of individuals engaged in service in international education: Foreign student advisers, teachers of English as a foreign language, advisers on study and teaching abroad, and individuals in American and foreign government, private and community organizations, concerned with inter-change of persons.

The association has, I believe, now passed beyond the concerns of mechanics and organization, as evidenced by the fact that we have an institutional membership now of about 250 colleges and universities throughout the country, along with 40 non-academic agencies in the international educational field, and about 250 individual memberships. At our recent annual conference held in Washington, D. C., we had registrations of over 600 persons.

I think we have also passed beyond the stage of justifying our existence in vague terms, so that we may give special attention now to the specific areas of activities of greatest benefit, not only to our foreign but to our American students as well.

Our immediate goals are to work toward improvement of services of the Association for College and University members especially who are the backbone of our program; to encourage schools to appoint responsible and qualified individuals to assume the responsibility for international aspects of educational programs; and to give ample evidence through our deeds of the values to be gained by a school student body from an overall educational program that includes international services.

To carry out the goals of our Association, I should like to mention a number of methods which we have adopted, four of which I should like particularly to emphasize.

1. In this coming academic year we shall issue a newsletter each month of the academic year, directed chiefly toward practical information of immediate interest to, and use by member schools. Special publications will also be issued, by way of example, one on immigration.

2. One thing I would like to mention that has been developed by our Association is a regional plan by which the

administration of the Association is decentralized. It was somewhat like taking issue with respectable and respected cartographers, that the Association divided the country into four regions, each with a chairman, to promote service aspects within his region, and to refer to national Association committees in our organization problems that could not be resolved on the regional level.

3. I would like to mention the liaison committee we have with government. A close working relationship, I believe, has been established with the Immigration Department, with the Department of State, with the Department of the U. S. Office of Education, with foreign government cultural attaches, and even with the Income Tax Division.

I feel that the branches of government involved in the International Education program now have reached the point -- we have good evidence of this -- that they are sounding out the Association through its liaison committee before adopting any policies affecting foreign students and American students who wish to go abroad.

Currently we feel perhaps our greatest weakness is in educating individually, not by association, not by formal methods adopted by the Association, educating the legislative branch of our government in the value of international educational exchange.

4. I would like to mention that this year we have a more active and effective -- I hope it will be a more effective liaison committee of the Association to work closely with the Institute of International Education. One of the major problems in this area is to work out some of the ever-present mutual difficulties related to selection and placement of institute-sponsored students. The administration of the Fulbright program for American students. We are especially interested in having represented on this committee all kinds of colleges and universities.

The National Association of Foreign Student Advisers hopes that the schools represented here in Berkeley for the NASPA Conference who are institutional members of the Association will continue to support actively their membership, and will call to our attention any of our Association's shortcomings.

We hope those who are not currently members will become associated so as to have a practical assist in this

area of service that has tremendous possibilities, not only for the foreign, but for the American students as well.

We are by no means, though, an omniscient bunch, and you will run into many situations that will confound even the most skilful in handling problems, even some that Bob Shaffer did not refer to in his Saturday Evening Post article. Like the student from an unnamed country who reported in a highly nervous state to my office one day and said, "Mr. Dowling, I believe I am about to crack up." I asked why. He said every time he opened his dresser drawer in his rooming house he saw many pancakes. I decided after a half hour conference that this fellow must have a problem. (Laughter) So I conferred with Bob Shaffer, who advised me to refer him to one of our counselors.

The student worked with the counselor for some time. Then one day he appeared again in my office and explained that for a while he thought he was getting better, but he still occasionally saw pancakes in his dresser drawer. (Laughter)

Again I withdrew to confer with Bob Shaffer, who advised me to refer him to the psychiatrist, and we made arrangements. After a couple of weeks I began to breathe easier, and then the roof caved in all at once. The student appeared again, wringing his hands this time, in almost a desperate emotional state, with the same illusion.

It was then that I made a momentous decision, and a fairly obvious one. I accompanied the student to his room, marched in to show him for himself that he was entertaining only an illusion, opened the dresser drawer as proof, and, Ladies and Gentlemen, I can tell you right now, I never saw so many damn pancakes in all my life. (Laughter)

I would like to say that throughout the Conference here though -- not on this kind of problem of course -- I shall be here throughout the entire conference and will be glad to talk to any of you about any problems related to your international educational program, and also here with us is Bill Miller, who is Assistant Counselor for Foreign Students while his boss is on a cruise around the world -- that is going to be one of the problems after all with your foreign student advisers. They are going to be accepting so many travel grants that you may have difficulty in getting someone to do the job on your own campus. But Bill Miller is pinch-hitting for Allan Blaisdel of the University of California.

Bill, would you stand up so they can all see you? We will be here throughout the Conference and we will be glad to talk to you about any problems you may have in this whole area of service, which is our chief concern. Thank you. (Applause)

CHAIRMAN MALLETT: Thank you, Leo.

Being from the Hoosier state, and Purdue, I might comment that our pancakes are edible, and they do not put them in the dresser drawers. (Laughter)

The third committee, which I think has considerable interest for all of us is the committee under the chairmanship of Dean Arno J. Haack of Washington University, the Committee on Merit Scholarships.

I believe I am correct in the procedure. You are going to make some comments and introduction, and we will then have a speaker and some discussion. You tell them about it, if you will, Arno. I present to you Arno Haack.

DEAN ARNO J. HAACK (Chairman, Committee on Merit Scholarships): Thank you. A brief word is in order, as we present our program this afternoon.

The privilege of having Dr. Stalnaker here, and our universal interest in the National Scholarship program that he represents, caused our committee to feel that we should give the time over to him.

This committee that is referred to has been attempting to meet behind the scenes of a busy conference. Because it is one of the latest of the committees to be created, growing out of a recommendation of one of our commissions last year that we get into this scholarship field in some way and give help to our people who are concerned about it, the committee was appointed late in the year, not only to look at this question of the national programs, but even more broadly than that, to consider our stake as student administrators in the entire scholarship area.

We found in our brief discussions here that we are in a very vast field, on which we do not have enough wisdom at the moment to make any concrete recommendations. Our suggestion then is that our program today be primarily focused on the National Merit Scholarship Foundation. In the discussion

period following the remarks, we ask you to put your questions on paper, passing them to a member of our committee who will be in the aisles, and the committee will have the benefit of the range of the questions that you may have in mind, and also to organize it all to the brief discussion period that we will have.

Our preliminary thinking thus far in the brief sessions we have had here about our possible role in this scholarship area would, in the first place, indicate that our committee, if it were to continue, should be a committee broadly on relationships in the scholarship area, and not one that rests exclusively on the National Merit relationship, which is a major part of the program but not the entire field. Possibly -- and this is purely tentative -- there will be three levels of concern that we might undertake as an Association, through proper interim structure, to speak to, and those three levels would be:

1. To represent the student personnel point of view in the determination of scholarship and student aid policies. That is a very broad issue, but I think that represents the concerns of many of us, that this point of view that we represent be somehow implemented into scholarship thinking in any way that our organization can help to do it.

2. To provide a liaison, if and when needed, between the colleges and universities and their officers and the National programs as they are emerging.

3. To aid our own member institutions. Many of you here either carry the major administrative responsibility for the student aid program, or share that responsibility, and perhaps we need to do more service in that field, to service our people who are working in this area, an area in which many of us feel there has been far too little really genuine intercollegiate communication.

Frequently those in the scholarship field have envied the foreign student people who have had through NAFSA a far better service agency than most of us in the scholarship field believe we have had.

That is all we can say at the present time, and we will make a report later in the Conference. Our time this afternoon, as I indicated before, will be given to Mr.

Stalnaker. I am sure he needs no introduction to most of you in the group here.

He is a former teacher in the field of educational psychology. He is a former dean of students, being the predecessor to Larry Kempton and Don Winbigler at Stanford. So he is really one of us, in heart and spirit. He has long worked in the scholarship field and is now the President of the National Merit Scholarship Foundation.

We have asked him to bring you up to date on that program, to share the thinking and concerns of that program with this group. Dr. Stalnaker. (Applause)

DR. JOHN M. STALNAKER (President, National Merit Scholarship Corporation, Evanston, Illinois): I appreciate the opportunity to talk to you here a little bit. The advice from this group I think could be particularly helpful to us, and perhaps by being here we can open some means of communication back and forth which would be beneficial, certainly from our point of view.

I am also always glad to have an opportunity to come back to the Bay area for which I have great affection, and I am delighted to come back to this group again. I was once a member of it, and met with it at an early state.

My plan here is to sketch rather informally, and in some degree of speed I am afraid, something about the purposes and the structure of the National Merit Scholarship Corporation, and its painful developments and pleasant developments in the first ten months of its existence.

First we might ask, what is the National Merit Scholarship Corporation?

It is a not-for-profit, private corporation in the state of Illinois. It is completely independent of any other organizations. It is operated by eighteen directors under the chairmanship of Laird Bell. Mr. Bell is the head of the firm of Bell, Boyd, Marshall and Lloyd, a rather distinguished firm of lawyers in the city of Chicago. He has also been chairman of the board of the Weyerhaeuser Timber Company for many years. He was chairman of the board of trustees of the University of Chicago, and at the same time chairman of the board of trustees of Carlton College, and on the board of

overseers of Harvard. So he has had some educational experience. He has been on many national committees and commissions, and is on the Council for Financial Aid to Education, and was on the Commission for Studying the the Financing of Higher Education. He is taking a very active hand.

About half the members of the Board of Directors are what might be called educators, and half of them are what might be called business men. In fact, I would go even further and say they are educators and they are business men.

The Foundation has received money for its operation from both educational foundations and from corporations. The basic financing covers a ten year period for selections, and about fifteen years for operations. The Ford Foundation and the Carnegie Corporation of New York have supplied two and a half million dollars for the administration of the program during this period. In addition, the Ford Foundation has supplied, or agreed to supply, one million dollars a year for ten years for a sustaining program of scholarships.

So it would appear that more or less, no matter what happens, the program will go on for ten years of selection of enough students to consume a million dollars a year in scholarship money. In addition, the Ford Foundation has established a fund of eight million dollars which may be drawn upon to match grants which are made to the National Merit Scholarship Corporation by business organizations. In addition, business organizations are themselves contributing funds.

The next problem we might consider is, why the Corporation was established?

I think it was established in part to devise a mechanism for calling attention to the most talented youth that we have in the land, the youth of exceptional ability, and to see that the public is conscious that these people do exist, and that they ought to be encouraged to go on in higher education. The Wolfle studies and other studies mentioned in the papers here today indicate that even if we go as high as the top seven per cent of our secondary school students, about half of them do not at the present time go on to college. This is considered to be a very serious loss, and we think it will be desirable to make the public a little more conscious of this loss. So we are calling attention to this.

We hope to change the attitude toward serious students and intellectual people even at the high school age, and to make scholarship and brains and intellectual work somewhat more respectable than it is in some areas at the present time.

We then want to help some of these students go to college, and to help the colleges that these students go to.

In addition, we would like to provide an attractive means for corporations whereby they could easily give their money to scholarships and receive full credit for their activities.

We would like to attempt to avoid or at least to minimize as much wasteful duplication and confusion that multiple national programs might create. In doing this, and with the help of groups like this, we would hope that we could set standards and become somewhat of an organization that will improve what I carelessly call the morality that has grown up about scholarships, which I think most of you will agree is much in need of some improvement.

Our first program was announced in September of 1955, which was some ten months ago. At that time we said we would probably offer about 200 scholarships, that the selection would be based entirely on merit, that the students selected would have free choice of college and curriculum, and that the stipend they would receive would be based on their need. In addition, there would be a grant given to colleges and corporations were invited to join the program.

Ten thousand three hundred and thirty-eight schools selected the top five per cent of their classes to participate in this program. They did this on very short notice and with a speed that somewhat surprised us, as it is difficult to communicate -- as you probably know -- with all of our secondary schools in any meaningful way.

On October 26, some 58,000 of the topnotch students selected by these schools were tested. We then selected the best on this test, in each state, to the extent of about 5,078 students. These were prorated according to the population of the state, according to the high school senior population of the state.

We had this group then supply personal information, school records and recommendations, and take a supervised test.

We selected about 4800 of these -- in other words, almost all of them -- as finalists in the program, and we think that any one of them, and every one of them are excellent students and excellent scholarship material.

We then appointed a committee and had them go over the records of this group and pick the winners, which were actually prorated by state. They considered the scores, the recommendations, the school records, some indication of the degree of motivation, breadth of interest, and a few other factors in making their final selection.

We were able to increase our scholarship offerings from the 200 we announced to 532, four-year college scholarships. Of these 183 are being financed by corporate sponsors; 183 of these are being provided by our matching funds; and 166 come from what we call our sustaining program, making a total of 532. Of these, 74 per cent are boys and 26 per cent girls. In the original group we started with, of 58,158, the ratio was much more nearly equal.

Of the winners, 83 per cent come from the public secondary schools, 7 per cent from the Catholic schools and 10 per cent from other private schools.

Four hundred and sixty-five schools have winners of Merit Scholarships; one institution having four winners; three of them having three; fifty of them having two; and a whale of a lot of them having one.

Nineteen come from schools that have senior classes of under twenty-five. About a quarter of them come from secondary schools where the senior class is under 100. We were very glad to see that the smaller schools appear to be reasonably well represented.

These students have selected and are going to 158 different colleges. About 72 per cent of these colleges are private, and the remaining 28 per cent are public. But of the winners themselves about 84 per cent will be going to private colleges.

The stipends were based on need, and they range all the way from the minimum of \$100 a year, to one individual who is getting \$2100 a year. That particular individual is a Sears Merit Scholar, receiving our highest stipend, based on

need. The college to which this individual is going will receive an educational supplement of \$650.00, which will make this scholarship for the four years cost about \$11,000.00.

About a sixth of the winners requested honorary awards. An additional sixth of the winners supplied financial information, and were evaluated as having not sufficient need to justify more than an award of \$100 per year.

The median income of the individuals' families that requested help is about \$7,000.00. The national average of families, I think, is around \$4,000.00. So we have selected from a rather well-to-do population, so to speak. One of the large universities with a very large scholarship program finds that in its scholarship offerings the families have an average income of \$4,500.00. So we seem to be high even compared to them.

The career interests of the winners reflects the propaganda -- using this in its better sense -- of the times. About 26 per cent of them want to go into some type of research, largely in the field of the physical sciences, physics in particular; 21 per cent want to go into engineering; 17 per cent want to go into teaching, more largely the girls than the boys; 12 per cent into medicine; and then so on through a whole range of other things, law, business, dramatic criticism, art, music, social work. Seven of them want to go into religion, ten of them into creative writing, some of them farming, professional Girl Scouting, and one of them into archeology, believe it or not.

One of the sponsors who came into the program right away was Sears Roebuck Foundation. This pleased us very much because this Foundation has been in actual philanthropic work with educational institutions for a great many years before it had become as popular as it is today for corporations to give.

They decided they would like to interview the people they were going to appoint, and I would be less than truthful if I did not say that this made me extremely nervous, but I felt that it was not the sort of thing that should be vetoed, so I said, "Let's arrange to have your people interview." So they had their 100 scholars interviewed all over the United States by a series of their own representatives. As a result of the interviews, no scholar that they had selected without the interview was rejected.

I thought you might be interested in hearing a few of the reports that they wrote about the interviews. I was afraid that the students would be shy, that they would be introverted; that because they were quite young, they would not dress the way the business people think people should dress, and perhaps would not be able to shake hands the way business people think we should shake hands, and look a person in the eye, and really stress this personality.

I could not have been more wrong. One of the girls that was interviewed in the northern section of this coastal region had this report:

"She is a clean looking young girl, with a healthy appearance. She was well able to converse during the interview and did not appear shy or reticent. There is no affectation in her manner. She has several poems to be published in an anthology. She can set traps, fish, hunt, handle a rifle, and travel by snowshoe. Her interests appear to be those of the normal high school student." (Laughter)

The head of one of the large Sears branch mail order houses decided he himself would interview one of the candidates in his area. He writes: "I was repaid for my 285 mile drive. She is one of the most remarkable young ladies I have ever had the pleasure of meeting."

From a store manager comes this comment: "He is one of the most unusual lads I have ever met. I wish he were my son." Several of the interview reporters express this kind of desire, to have these youngsters more closely related to them.

A manager of employee relations in the southwest territory, after his interview with a Sears Merit Scholar, wrote: "He should be a successful executive in a scientific field, where he can work with smart people, and use his persuasive abilities."

From West Virginia this comment: "In spite of his six feet three inch height, he carries himself very well. He is well read, poised, well-mannered, and has definite ideas for his future. In my opinion a very outstanding young man."

I was particularly amused -- I do not know why -- by this comment from the retail personnel manager from Arkansas: "Although reared one mile from a small town, she has the

appearance of a young lady reared in Memphis or Atlanta. I was very impressed." (Laughter)

The assistant manager from Hartford, Connecticut writes: "I was very much impressed by him and feel that the future of our country is assured if our schools continue to provide students of this caliber."

Negative comments did occur from time to time. One of them was this: "He is the poorest athletic specimen you ever laid eyes on, but a brain of the highest magnitude." (Laughter)

One final comment will perhaps give the overall flavor of the interview results: "He is the type of person who gives you the feeling that his acquaintanceship has improved you. His potential is unlimited." (Laughter)

From the students we received a number of letters about the interviews, and they seem to have found them both interesting and instructive and were glad to have had the opportunity. So my apprehension about interviews was quite a false one.

On the occupation of the parents I would like to say just a word. We have in this country, as you probably well appreciate, certain social stratification, nonetheless we do have social mobility, and it is possible for a student, for a person to move from one social level to another.

Education is one of the best devices to advance oneself in our general social structure. So it is interesting to look to the parents and see what occupations they have of the group we are picking. Here at random are some occupations of the parents of the winners of these scholarships: Barber, school principal, advertising executive, brakeman on the Southern Pacific (out here, by the way), refrigerator mechanic, and although I do not have it in here, I might say, the son of one of the men who has spoken to you today, vice president for engineering, watch maker, patent attorney, postman, cash register salesman, army colonel, associate professor, minister, operations clerk, unemployed -- but the student added that his mother worked. (Laughter) Pipe welder, lawyer, magazine editor, drum sander, commercial artist, physician, college dean, short order cook, shoe repair, economist, carpenter,

coal miner, policeman, librarian, PBX installer, house-to-house salesman, gas station attendant, corporation lawyer, assistant superintendent of mail, circuit court judge, one psychologist, elevator operator, bank examiner, and so on and on. They really seemed to come from a wide range of backgrounds.

In addition to picking these scholarship people, we also publish a booklet in which we listed the runners-up, about 4300 of them, with their names, addresses, schools from which they came, and the field of interest in which they had expressed their intention of going into. We did this with some apprehension. We were not sure to what extent it would be a good thing to do; and we are still somewhat questioning about the value of this thing.

We have received at this time several hundred letters from the students listed. I do not have exact tabulations at the present time, but the number of negative letters, or what I might characterize as bitter letters, are very few. Not more than a handful; whereas the number of excellent letters are quite large. I want to take just a minute here to mention and read to you a couple of these letters that I picked up just as I was leaving. This is a letter addressed to me:

"Now that graduation is over and anxiety about college examinations is relieved, I want to thank the National Merit Scholarship Corporation for the opportunity it made available to me and to thousands of other high school seniors. When we first heard of the Merit plan, both students and faculty were pleased. As we learned more about it, compliments of the publicity in Life Magazine and the newspapers, everyone was even more awed by the magnitude of the idea.

"It certainly was an honor to be among the first students to take the preliminary test, and when the letter came telling me that I had qualified for the final test I was thrilled. Then the final letter arrived saying that I had won a certificate of merit. That was the most wonderful news."

You understand, the Certificate of Merit is nothing but a piece of paper. It is nothing more to it than that.

"Partly as a result of that certificate, I was accepted by all of the colleges to which I applied, X, Y and Z. X is my first choice college, and I will enter there in

September. In addition to these acceptances, many other colleges and universities have written to me offering me admission and scholarships.

"To the organization that made this possible, I want to say 'thank you.' I was very proud and happy to receive that certificate at my graduation. It will encourage me to do my best at my college. Some day I plan to be an English teacher, and perhaps one of my students will win a Merit Scholarship and then my debt will be repaid."

This young lady is from North Hills, Pennsylvania. It is one rather well-written letter which I thought I might read.

I have one here from Billings, Montana, from a young gentleman who has some emotional appeal in his ability to write:

"In our school Awards Assembly I received my Certificate of Merit. I cannot express the feeling of pride I had when I was given my certificate, and the look of pride in my parents' eyes when they saw it. I wish to thank you and your program for all it has done for me. The last part of May I received mail from the universities all over the nation. A day would not go by that I would not get some mail from some new college, congratulating me and asking me if I would not like to apply to their school. I think my Certificate of Merit helped me to enter 'X' college, and to receive a scholarship from there. Without the chance given me by your program, I would not have applied to any school outside the state, and I would be entering a school near at home. I think your program will get even bigger and better in the future and will help even more students. I shall always be proud to say that I was in the first group selected by the National Merit Scholarship Corporation. Thank you."

We have hundreds of letters of this nature, as I say. It is rather pleasing to feel that we have done some good.

We are now undertaking some studies of the impact of the program on the high schools, on the students, on the public and on the colleges. We cannot of course report on these studies for another year or so.

We have a good many plans worked out for next year.

We are giving a scholarship qualifying test, which will be open to all candidates. We have worked with the college board, and I might say have worked, and worked, and worked, to get this test available so that anyone may take it for a fee of \$1.00. We will continue to have five per cent of the students take it without any charge.

We hope this year to select a pool of candidates eligible for our scholarships, and we hope that this pool, which will be based on quality, will be at least 7500, and maybe 8500 to 10,000.

We want to use a whole series of different techniques to select within the pool, so that there will be a little less concentration on the very small number on which there is now such heavy concentration.

We are going to work on better communication with the colleges. We are going to be particularly concerned about college choice, getting the students in the scale to consider more about applying to college, to consider the college, so that they will not wait until the very last minute to do these things.

We are extremely anxious to have the advice of groups such as this one, to guide us so that we will not go completely astray. I think that with your help we can be an important force in this scholarship field, can help bring a little order into it, and can help make it possible for all of you to spend your scholarship money more wisely. If we approach these goals that we have, with your help, we feel that we will well have fulfilled the mission that we were given. Thank you. (Applause)

CHAIRMAN MALLET: Dr. Stalnaker, we certainly thank you for coming out and discussing with us the Merit Scholarship program, what is happening, where you hope to go, what has been realized.

As Arno announced, before Dr. Stalnaker spoke, if there are questions we would appreciate it if you would write them out. Are there any now that are written out? If you will hold them up, we will have members of the committee pick them up and bring them up to the platform.

In the meantime, are there any questions or points that any members of the group would like to raise? We have

DEAN VERGIL S. FOGDALL (Lewis and Clark): I wonder if this suggestion would be appropriate, when we have the booklet, for us to sit down and figure out say 15 or 20 who would be near us, and write to them to ask if they are going to come our way, and of course, all the time hoping that they will write back and say yes.

Would it be possible for the National Merit program to do this, to encourage those people who are winning to apply at the colleges of their choice, because then that will mean that that much sooner we will start working with them. Has that been done in the past, or would that be feasible in the future?

DR. STALNAKER: We are going to attempt to get the student to apply to colleges as early as possible, and we are going to inform the colleges as soon as we can.

As far as the booklet is concerned, these are individuals who are not in the Merit program itself. These are people who have been awarded honorable mention, so to speak. It would seem to me that in time there would be a desirability of having some clearing house operation with these students. We have nothing planned at the present time.

We would like to inform more students about their college possibilities and college scholarships, and scholarships available outside of our operation. We would like to do this in an orderly way. Now, having said that, which is very easy to say, one goes into the problem of exactly how to implement it, and that is extremely tricky and difficult, and I will not discuss that now.

CHAIRMAN MALLETT: Would you please stay up here a minute? You just stay here and go over this with me. I will read it, but I think you should follow it.

"Do not exceptional ability in terms of achievement or academic aptitude and financial need exist in the minds of most laymen as the only two criteria used in selection of scholarship winners? If so, wouldn't there be many hasty and unfair evaluations made of many of our high schools based on the number of winners from each school?"

DR. STALNAKER: Our selection of the Certificate of Merit winners, which is the larger group, and of the actual

scholarship winners is not based on financial need. We do not make any selections based on financial need. Our selections are made without regard to financial need.

Students of exceptional ability that we are selecting are selected on terms of achievement, academic aptitude and academic success that they have achieved thus far.

Now, "if this is true, does this mean that schools will be evaluated in an unfair manner?"

I think this is the problem where you have to weigh both sides, and we would hope that we could stimulate some interest in students of unusual ability. If we do that, probably some institutions that do not have students of unusual ability may have some adverse comments. If these adverse comments cause the school to improve itself to some extent I do not think that is necessarily bad. If they are merely destructive, I think it could be.

I would hope that we could work our program in such a way that most of the influence it has will be constructive. That is the hope.

CHAIRMAN MALLET: Thank you. Don, do you have a question to raise?

DEAN WINBIGLER: I wonder, Dr. Stalnaker, if you feel that the publication of this booklet may contribute to undesirable proselyting practices, and therefore be questionable on that ground?

DR. STALNAKER: Well, I do not know. I meant to say that I had some question about this book. This is a group of students that if you must proselyte, by all means make use of them. (Laughter)

I would like to see some organizing of the proselyting, and I would hope that this group will be bright enough and astute enough to be able to evaluate the type of proselyting. But that may be asking too much. I have some questions about the book, and would like to have the reaction of you people to it in time. Maybe we should not do it at all. Next year we are thinking of having 10,000 people listed. It will make your proselyting more expensive. (Laughter)

CHAIRMAN MALLETT: Can you gentlemen combine a question? We have time for one more.

DEAN THEODORE W. BIDDLE (University of Pittsburgh): I have had no experience with this, but I understand that once the 200 or 452 winners were announced, that there was certain pirating of those students by institutions, with the result that many of them decided to go to other schools by reason of offers and persuasion and the like. I would like to ask about that. Did it exist, and did it create problems?

DR. STALNAKER: Well, that is a little bit loaded. (Laughter) There were 532 scholarship winners. Did they change in choice of college? Yes, they did; about 20 per cent of them changed in choice of college.

Was the change in choice of college the result of undesirable pressures? This is an evaluation problem that we are working on at the present time. I think a great many of the changes were not the result of any undesirable pressures. They were the result of the student going to his school, going to various people and getting more advice. Whether the advice was sound or not is another matter, but this caused them to seek the advice. I think more of the change was the result of the student's activity than it was of the pressures put on the student from the outside.

Nonetheless, the problems involved here are rather great, and we are planning to take some much more exacting measures next year. We are going to tell the student in advance that he must make a choice of college and stick with it. Then along in -- these dates are not necessarily right -- but let us say along in January we are going to say, "we want your preliminary statement of your choice, and on the first of March you must give a final statement of choice, and that you cannot depart from." Then on the first of March we are going to get a final statement, and we are going to stick to it, and if he changes colleges, he loses his scholarship. That is the plan next year, and his name will not be published until after this has been set.

CHAIRMAN MALLETT: Dr. Stalnaker has said that he will be here following the session, if you have some questions. We must move on, due to some other commitments.

The next problem is one that has bothered the Deans

of Men for 'lo these many years. It is one in which I think we have a definite interest. We have some gentlemen here on the program which marks a new departure in relationships between the colleges and the fraternity system. I may be 100 per cent wrong, but to the best of my knowledge it is the first time we have had a representative group of non-professional educators from the fraternity world appear before this group.

For a report -- and I think more than a report -- of the cooperating committee with the National Interfraternity Conference, I want to present to you the chairman of that group, Dean Glen T. Nygreen, who will present the program for the remainder of the afternoon.

Glen, in making the introduction, I warn you that you have until three minutes to five, because there is one announcement that must be made before five o'clock and, so help me, we will be out of here by five. It's yours.

DEAN GLEN T. NYGREEN (Chairman, Cooperating Committee with National Interfraternity Conference): Thank you, Don. I have a few brief remarks in the way of a report of the Cooperating Committee, prior to introducing our guest from the National Interfraternity Conference.

The minutes of the 37th NASPA Conference at Purdue University carry a full report of the convictions, program and policy of this committee. In this sense, any report we give today could be stated simply, I think, as a duplicate of that last year's presentation. However, there has been some progress since last we met, and by way of introduction, I think, to what Chairman Nichol of the National Interfraternity Conference would say, I would like to review some of these developments during the last year and a half.

The first of these developments was the dinner discussion meeting of the College Fraternity Secretaries at the 1955 NIC meeting in St. Louis. For this successful and fruitful session, we owe a great deal of gratitude and appreciation to Cyril F. Dukeflat, the National Secretary of Lambda Chi Alpha fraternity, and currently president of the National Interfraternity Association. We had an opportunity to talk about fraternity problems with those whose everyday occupation it is to help the fraternity chapter realize more fully its potentialities in contributing to the growth in human personality in understanding and effectiveness. It is our hope that this kind of meeting will be repeated again and again at future meetings of the NIC.

Over ninety Deans were in attendance at St. Louis, a new record. Our greatest disappointment was that so few of the Deans in attendance took advantage of the invitation of the Executive Committee of the NIC to meet with them and be their guests at luncheon. We think that the reason for this lack was probably a failure in our channels of communication at that time, and it is gratifying to know, as you will hear shortly, that there will be another opportunity to share together with the NIC leaders at this next annual meeting.

A second significant development during this last year has been the establishment of a new chapter scholarship reporting system. With the appointment of Professor C. W. H. Sedgwick of the University of Connecticut as the new reporting officer for the NIC, we look forward to an improved and more efficient reporting procedure. I have written to Professor Sedgwick on your behalf, and promised him our wholehearted cooperation as he carries on this most important reporting function.

No attention has yet been given to the question raised by several members of the Association to the use of the all-men's average as a standard by which to compare chapter scholarship standards. Our recommendations have been followed by the NIC in that the scholarship reporting service has been placed on a college campus, and it has been agreed that reports will be sent out as quickly as they are made available by you and your associates.

In part at least, another recommendation of your committee, concerning the placing of some fraternity chapters on a form of social probation for scholastic delinquencies, has been followed. We asked last year that college deans be consulted before such actions were taken, and in part at least this has been followed. We hope and ask that all fraternities follow such a policy before taking such actions.

There remain a number of problems in terms of our relationships with fraternities and the NIC. Some of these I have had the opportunity to discuss with fraternity leaders, as your representative speaking as best I could to the deans' point of view, the deans' point of view on college fraternity relationships.

One such address was before the meeting of the house of delegates of the NIC in May, 1955. Another was to the

annual summer meeting of the Executive Secretaries Association. Both of these sets of remarks were duplicated and distributed to each of you by direction of our most able President, John Hocutt. On both occasions he was most graciously received.

The principal problems before the committee continue to be these:

1. The problems of communication between Deans and fraternity officials. Here we have made much progress and more is hopefully in prospect.

2. The problem of hazing and objectionable pre-initiation practices. Considerable action has been taken, during the year just past, following some particularly unhappy incidents. Colleges and fraternities must share responsibility for these incidents. We must see that in our institutional policies and in fraternity structures both, more effective action is taken.

3. The continuing concern over membership policies and practices in fraternities. The statement we adopted last year bears repetition here:

"We re-affirm the traditional partnership of the fraternity and the collegiate institution in the educational process. We recognize that this relationship should be and will be under continuous re-evaluation as each seeks to make its maximum contribution to the solution of the educational crisis which faces us all.

"We hope that the NIC will avoid taking formal positions which bring the fraternity movement into conflict with university administrations as their mutual relationship develops. National fraternities and university authorities need to review the membership policies and practices of student organizations in the light of local situations. Ultimatums from national groups, by their nature, destroy the atmosphere of mutual trust and concern within which these considerations can best take place."

We compliment the NIC on its avoidance of formal statements of position which by their nature bring fraternity groups into open conflict with university administrations. There is room for wide difference of opinion in terms of personal belief and prejudice, but both we and fraternity leaders need to work together within the framework of local situations with the common goal of aiding fraternities in making their unique and matchless contribution to the education of college youth.

4. We continue to need and to hope for an objective contemporary study of the place of fraternity in higher education. Such studies are presently projected, and I am sure we all join in the hope that they will be carried through as quickly as possible.

In the light of these considerations, and without duplicating previous reports, let me offer these resolutions and recommendations on behalf of the committee:

1. We owe a special note of appreciation to Duke Flad, the president of the college fraternity Secretary's Association, to Herbert L. Brown, the Past President, and Horace Nichol the present President of NIC; to Clyde Johnson, program chairman last year, and Francis Derbur, the program chairman this year, for their many generous, hospitable and cooperative gestures to NASPA and its members, and for their tireless efforts to assist us with what is for most of us a most important part of our work.

2. Additional appreciation and recognition needs to go to Dean Fred Turner, who is missing from our meeting this year unfortunately, and Executive Dean Donald R. Mallett for their outstanding services in this fraternity area. Fred Turner, as you know, serves as editor of the IRAC Bulletin, which most of us receive regularly. Donald Mallett served the past two years as educational advisor of NIC, and a member of that Executive Committee.

These people deserve our plaudits for their imaginative and energetic leadership in the past. The work of these two men has been ably abetted by a score or more of NASPA members who serve in various official positions, as National Scholarship Chairman, as National Officers of one sort or another, among the 62 member fraternities of the National Interfraternity Conference.

We urge that all deans who plan to attend the National meeting of the NIC in New York City, November 29, 30, and December 1st, plan to arrive in time for a Thursday evening meeting with the College Fraternity Secretaries, and to stay through the Saturday afternoon sessions with National Interfraternity Conference officers and fraternity presidents.

We urge your most understanding and wholehearted cooperation with the new scholarship reporting service of the NIC. There will be some rough spots during the first year, but let us all understand that the reporting of fraternity scholarship is only as effective as our cooperation

and understanding in providing the desired information.

5. We urge each of you in your regional associations to take advantage of the offer made by the National Interfraternity Conference, through Dean Donald Mallett who serves as Chairman of the College Fraternity Committee, the offer of a consultant or resource person from the Fraternity System, to discuss fraternity situations in an objective and unbiased manner at a regional meeting of a deans group or student personnel group.

This is a project of the committee, as I mentioned, and Donald Mallett, our Vice President, who will be here through the meeting on Friday, can tell those of you who are interested in how to take advantage of this offer more abundantly.

6. We recommend the continuation of our Committee on Interfraternity Conference, feeling that through a fortunate combination of circumstances and personalities the National Interfraternity Conference is moving into a new era of effectiveness and responsibility. The dedicated and forward-looking leadership of the National Interfraternity Conference, the good work of Deans Turner and Mallett, all augur well for the future of the NIC.

The coming tide of students poses problems for fraternities in colleges, the answers to which in many cases can only be dimly ascertained. Will fraternities grow in size and number as our student bodies increase in size, or will fraternities decline as the proportion of the student body included in their memberships declines?

Whatever the answers, and whatever programs develop, we will all profit from mutual understanding, and the establishment of common goals.

That concludes the report. It now becomes my very real pleasure to introduce to you several men whom I am sure most of you know and have met earlier. One of them must leave to catch a plane back for Pasadena, so I think I shall introduce them first before I introduce formally Chairman Nichol.

These men will, at the conclusion of Chairman Nichol's remarks, be available to answer any questions as time will allow, with that horrible deadline that Donald Mallett put on us, or at other times during the meeting. Let me start on my left and introduce to you Mr. Roland Maxwell, the National President of Phi Kappa Tau Fraternity, a lawyer in Pasadena, California,

who has served for many years as a member of the Executive Committee of the National Interfraternity Conference. (Applause as he arose)

Next, Mr. Francis Van Derbur, a Vice Chairman of the National Interfraternity Conference and program chairman for the meeting in 1956, Past National President of Kappa Sigma Fraternity. (Applause as he arose)

A former colleague of ours in NADAM and NASPA, Dr. Clyde S. Johnson, the National Executive Secretary of Phi Kappa Sigma Fraternity, and a member of the Executive Committee of the National Interfraternity Conference. (Applause as he arose)

Finally, for such remarks as the late hour allows, a man who has been giving this year full time, dedicated leadership to a revived Interfraternity Conference, the Past President of Delta Upsilon Fraternity, the present Chairman of NIC, and for many years an officer, Chairman Horace Nichol. (Applause)

MR. HORACE G. NICHOL (New York, New York; Chairman, National Interfraternity Conference): Mr. Chairman, Gentlemen: One of the advantages of coming last on a program of this type is that you can condense your remarks considerably. I have even gone so far as to cut out fifty per cent of the alleged humor that I was prepared to present to you. (Laughter)

However, if you come to the annual meeting in New York at the Waldorf-Astoria, I will attempt at that time to fulfill what I have omitted here, and to add in some comments on education which I am going to omit because of the time.

The National Interfraternity Conference is greatly indebted to your invitation to attend this meeting and to participate in your deliberations. When the matter was originally suggested to us by Dr. Donald Mallett, Educational Adviser to the Council, the immediate reply was that we would highly regard such an invitation and do our best to contribute to your meeting.

When I was coming out here, I was reminded of the thing that speakers I believe should generally be reminded of, and it was about the experience of President Teddy Roosevelt when he went to Africa many years ago on a big game hunt.

The Chiefs had invited all the tribes for miles around to hear the words of the Great White Chief from across the seas. Mr. Roosevelt was in rare form that day, and he had an interpreter that was just as good as he was. So as he started out on his speech the crowd said "Hoovla! Hoovla!" And Teddy was encouraged so his words and gestures became more emphatic, and the crowd likewise responded, "Hoovla! Hoovla! Hoovla!"

Finally the speech was concluded to many "Hoovlas" and the chiefs came up and congratulated the President on his wonderful address. Later on he asked one of his friends what the crowd meant by saying "Hoovla." The friend smilingly replied, "Why, Mr. President, that is their word for hot air." (Laughter)

Seriously, it seems to me most appropriate that the National Interfraternity Conference should exchange thinking on its problems with this group, because it seems to me that we are both in the same business, namely of educating young men. In fact, most of the news reports would indicate that the interests of the National Interfraternity Conference are closer to this group than they are to those of the faculty.

This thought that we are interested in educating young men is not original. You have all had the same idea, but I have been impressed greatly with it in my travels this year, when I have had the opportunity to sit down with a goodly number of your group and to discuss the problems of fraternities and of colleges with them.

Also there is a vast amount of information that comes to us in the mail. First, may I note that I am greatly impressed with your patience, a basic requirement in dealing with young men. It is also noteworthy on some occasions when deans have taken hasty action that we note that the results are sometimes not satisfactory.

Fraternity officials have the same requirement in dealing with undergraduates and their chapters, and must use this same patience, and I can admit to you that when patience is not used in our area the results are often unsatisfactory also.

During one of the discussions that came up here, there was one very important statement that was made that seemed to me that we would like to present for your thought and consideration, and that is that despite all the things

that happen in colleges, and the incidents that happen, and the actions that some of these young men do, we generally feel that the mere fact that a young man is a student at a college is no reason to expect special consideration when he violates the laws of the United States or of the municipalities and the governments. And Mr. Van Derbur particularly made the comment that we thought in view of some things that had happened that we wanted you to know our point of view in that respect.

As I have traveled around, I have been greatly impressed with how successful fraternity activity is at some colleges, and at the same time have recognized the limitations that local conditions impose on many of our group, and on some of your group, in achieving similar success. Certainly if we could achieve everywhere the successful operation and contribution to the educational process, as fraternities do at Gettysburg College, just to mention one example, then the problems that we have would be much more simple than they are. I could also mention other colleges that have had unusual success, but I think of Michigan as an example of a large college where fraternities have been most effective in contributing to the educational process.

If we all completely agreed on everything, wouldn't it be a sad world? So I am not sure that you will all agree with me on what we consider to be a third mutual interest, which is the group of alleged liberals in America, at least some of whom are in the colleges. These persons purport to promote progress, but actually often just stir up strife. Many I have met are actually not liberal at all, as defined by Webster, but are actually the antithesis of true liberality. They insist that all conform to their ideas, and are intolerant of anyone with different ideas. They do not hesitate to infer that anyone with different ideas has used limited intelligence in arriving at his conclusions, and should give way to the more thoughtful, more intelligent approach of the so-called liberal and his colleagues.

As we view many of them, these people becloud the real issues and needs and make our problems and yours more difficult. We feel that the deans can be, and that they actually are most helpful in properly interpreting the ideas of the so-called liberals and in directing the attention of their interfraternity councils toward the solution of basic local fraternity problems, with profit and progress to all concerned.

One of the things that we regret in the conference

is that we do not have a more adequate means of communicating with the deans. We would like very much to get a more clear idea of your individual thinking. Some of you, of course, are successful in making the "Saturday Evening Post," and so we know some of the ideas. That was a very well done article.

This fall we are going to send out a brief set of questions to you soon after the opening of school, which we hope you will be kind enough to fill in to the best of your knowledge and send back to us, and we do not ask that you put down your names. Just identify the type of college according to the place that is shown on the questionnaire.

I can assure you that these answers will be given the most careful consideration and that we will study them and use the results of the study at our annual conference in New York on November 30 and December 1st, to which all of you have been invited, and we hope all of you can attend.

Now I am going through the parts that I cut out, so that we can get down to the questions.

I believe it was Dean Haack at the last conference who said at the meeting in St. Louis that most educators are now beginning to realize that the yours from four to nine may be as important as the hours from nine to four, and of course, these hours from four to nine are where the fraternities get in a great deal of their work.

This year in the conference we are trying a number of new things. We hope before the end of the year to have set up a simple office which will be a step in maintaining better liaison with the deans and in giving better service to the colleges, the deans and to our own members.

Before my term of office expires in December, I hope to visit more deans in their offices and to talk with them.

I would like to mention again that in the time we have available, we can hardly even start to cover the real interest that all of us have in the system of American college fraternities. We have, however, had the great opportunity of having Don Mallett with us regularly at our executive committee meetings, and I can assure you that he is not at all reticent in speaking his mind, and I presume yours.

I shall be here for the rest of the meeting, and up

at the Hotel Claremont, and will be very happy if any of you have any problems or ideas that you would like to discuss, that we do not have a chance to do today, if you would call on me there.

Now Mr. Van Derbur, Mr. Maxwell and Dr. Johnson, and I are at your service, and will try to answer any questions you might have, and if we cannot answer them today, we will either answer them by mail, or in any way that your Chairman wishes.

I might also threaten that if you do not ask some questions or make some statements, that I have made a few notes here from my visits with some of you and I will toss them at you. So, Mr. Chairman, if it is all right with you I will ask for any questions or comments from any of those who are in the audience.

MR. FRANCIS S. VAN DERBUR (NIC Vice Chairman, Denver, Colorado): It is not my fear of the questions that makes me leave the hall. (Laughter)

MR. NICHOL: I know there are some of you who have been critical of fraternity men. As one dean told me -- there is nothing like sitting across the table from you, because then they don't have to get up and make a speech, but this one dean said, "You know, Mr. Nichol, the fraternity men really set the standards of conduct at our university, and I don't mind telling you that we are not exactly happy with the standard they are setting here." Well, I said, that is fine; that is just exactly where we can start getting down to brass tacks, and he was right. I mean, there were problems there. How to go about it was the thing. Then we started to talk about it.

DEAN ZILLMAN: The last one of your meetings I went to, some four or five years ago, I was pretty disappointed by the fact that you ran it in two sessions. Here were all of the undergraduates, and here were you older, wiser heads, and never the twain seemed to get together. I objected to that at the time in one of your little sessions that you had on one of the evenings for deans and collateral personnel people, and was told that this was the law and was never going to alter. Is that still the official position of the National Inter-fraternity Conference?

MR. NICHOL: No, sir. The official position is that the undergraduates set the program that they would like to have.

They meet, since about five years ago -- I am a radical. I always was all my life, Dean. I understand you are too. (Laughter) But since about five years ago, when I got thoroughly disgusted with the way the thing was run, we have allowed the undergraduates to set their own program, and they come together each fall and determine what they want, to what extent they want to participate in the graduate program, and to what extent they want their own. They can change it any time they want, and we have some of the sharpest undergraduates to that meeting that we can pick. We pick top fellows to come in, who do not hesitate to tell us just what they think.

That is up to them. They can have any kind of a program they want. They can participate as much as they want with the graduate program, or as little. It is entirely up to them. The graduates, by the way, would rather have more undergraduate participation in their program than the undergraduates want of the graduates in theirs. The graduates talk too long and too much. The undergraduates are very crisp. But that is our program. That is specific.

DEAN NYGREEN: Have you done any thinking about helping local individual fraternities, and local chapters get into position to build? After all, if we are going to have a bulge of students now, if fraternities are to have a place, they are going to have to house them, and some of our newer campuses into which fraternities are going do not have the backlog of funds to do that building.

MR. NICHOL: Gentlemen, one of the biggest questions of fraternity activity, or new fraternities is the question of whether fraternities have to have fine housing and other similar prerequisites in order to be successful.

The Sigma Nu fraternity, and my own fraternity has demonstrated that that is not so, but some of you do not agree with us. Therefore, that is a matter for the individual -- maybe some other fraternities have too -- but as one man said, when you take these new groups, these new colonies of boys that get together and decide they want to have a fraternity, that is the time that you have real high ideals, fine objectives, and the kind of performance that they must have to be competitive with these socialites in the bigger houses who are not always as good as we would like to have them, or you would like to have them be.

If you gentlemen could find ways to encourage groups

of young men to form fraternities, whether they had big houses or not, and which they demonstrated years ago they did not need at all, then I believe you could have as many fraternities as you wanted on your campuses.

But we have no device, Glen, the Conference being all volunteers -- I am just lucky this year, I retired -- we have no device except the local Interfraternity Councils to help you gentlemen form local chapters. But it is not hard. It is not hard, and if you wanted to have a greater percentage of your students in fraternities, it is entirely up to you, and I think it could be done without too much effort, if you would just set ideals and standards of accomplishment, and not worry about these big houses. Not everywhere. There might be local variations in that. Does that answer the question, Glen?

DEAN NYGREEN: Yes.

MR. NICHOL: Gentlemen, I would like to toss something out at you fellows. I am astounded at it. Leave this off the record, please. (Comments off the record.)

We would like very much if more of you would come down to this annual Conference, because this year we are going to try some new procedures that we hope will enlarge on the successful meeting of the deans and the fraternity secretaries last year. And I think we will give you some exciting and stimulating thoughts to consider.

We feel that fraternities should produce young men who have high scholastic interests, a high degree of religious interest, and civic responsibility to the highest extent that you can get it in young men of the college age, which is pretty high if you can get it rolling, when you get it rolling. That is our aim. That is the aim of all fraternities.

Bob, don't you have anything to question about any of these fraternities or anything?

DEAN BISHOP: No.

MR. NICHOL: How about you Dean, from Florida?

DEAN R. C. BEATY (University of Florida): One of the things that has concerned me has been the change from the older, mature student that came back after World War II, into the fraternities, to the younger group that are in there now.

There is a lack of leadership that we had several years ago.

MR. NICHOL: Are these young men less responsive to accepting responsibility than they were twenty years ago? I am getting back to before the war, to the similar student we had before the war.

DEAN BEATY: I think on the whole they are younger than they were before the war.

MR. NICHOL: Are they less likely to accept responsibility?

DEAN BEATY: I would not say so.

DEAN BIDDLE (University of Pittsburgh): I have heard from some visitation officers, fraternity officers and the like, that there is a tendency to return to "Hell Week" practices.. We have been talking about the abolition of that.

MR. NICHOL: You do not have to answer that, Van, but just be sure we check that with our group. We are completely against it, and every effort is being made to the contrary, Dean Biddle.

DEAN BIDDLE: I know what we are saying, and what we are trying to do, but I understand we are less successful in our efforts today than we were five years ago, ten years ago.

MR. NICHOL: Dr. Johnson, what do you think? You visit around all these places. What do you think?

MR. CLYDE S. JOHNSON (Philadelphia, Pennsylvania; NIC Executive Committee): I really have no data or basis of making a comment. I think that we have made general progress. It will depend very largely, in my opinion, on the strength of the local Interfraternity Council, and the guidance and leadership given by the local officer in preventative measures.

MR. NICHOL: Tradition plays a big part in this. I was at one college -- at Gettysburg, and this was before the faculty and the boys put on a skit, and it was really very well done. The chairman of the faculty asked this student, who was dragged in there in a purely democratic manner, whether they engaged in the practices of Hell Week. "Oh no, no," he said, "We have Help Week now."

"How are you helping?" He answered, "We are helping the boys learn history." "How are you doing that?" He said, "Sending them out on the battlefields." (Laughter)

Tradition --

PRESIDENT HOCUTT: That is a point I wanted to make. Some of the fraternity men on my campus disagree with me as to what constitutes a Hell Week practice. They will argue that sending a student out on a pledge quest as one of our fraternities did, to the Penn State campus to paint the Lions' shrine, does not constitute a Hell Week practice, although it takes the student away from the campus over the weekend, involves some vandalism, and so forth.

MR. NICHOL: Dean Hocutt, that is playing on words, so far as the Conference would be concerned. That is absurd.

PRESIDENT HOCUTT: I think it is too.

MR. NICHOL: Of course it is. But I should think that a way to bring focus on that would be to bring that matter up at the Conference in the fall and get a specific statement or declaration, which if we find there is any prevalence of that, we will get a specific declaration on that, because the Conference would not approve that stuff.

What do you want to say? Say it.

CHAIRMAN MALLETT: I am going to stop you in just a second. (Laughter)

MR. NICHOL: I am sorry. I did not realize the time was going. We are over the time already. Thank you very much for coming out here. I hope some of you will come up and call on me and talk about some of the problems. Could I have just one second?

CHAIRMAN MALLETT: Go ahead.

MR. NICHOL: One of the things that Don has egged us to try to do is to try to get these little group, Interfraternity Council workshops, and Fred Weaver set one up in North Carolina, and it was a honey. It was not very profitable this year, but next year it is going to be good, and we are going to try three or four more of those this fall, and we think there is a device they have been using out in the Big Ten for years that may be

very profitable in helping you and us solve some of our problems. Thank you very much, gentlemen. (Applause)

CHAIRMAN MALLETT: Horace, I am sure we appreciate the time and effort that you and Clyde and Van have given to come out here; if nothing else, just to give us recognition that you do feel that you are interested in education.

I want to make two introductions. We have two National Secretaries with us, "Duke" Flad of Lambda Chi Alpha, and our own ex-member who has deserted the ranks, following Clyde, Dick Fletcher of Sigma Nu. Gentlemen, will you stand? (Applause as they arose) We also welcome you and hope that you will enjoy your stay, and I am sure they would be delighted to visit with any of you men who wanted to talk with them.

The author of an article in the "Saturday Evening Post" has been referred to at least twice this afternoon. May I now introduce him in the flesh, for an announcement, Mr. Robert Shaffer, Dean Bob Shaffer of Indiana. (Applause)

DEAN ROBERT A. SHAFFER (Indiana University): Alumni of the various Harvard Seminars and the Texas Seminar are going to have a little get-together following the banquet tonight. Les Rollins will be there to give us a few recent developments. Bring your wives. Everybody is invited, but particularly the friends of the group who want to get together. It will be in the hotel.

CHAIRMAN MALLETT: Do I understand that you will take the proceeds of the Post article to put this party on? (Laughter) Bob, how do they get complimentary copies of that particular article?

DEAN SHAFFER: I didn't get one myself. (Laughter) It is May 12th.

CHAIRMAN MALLETT: You should read it if you have not.

Are there any announcements? I will simply announce that we will go back to the Hotel Claremont, and we are adjourned until seven-thirty p.m.

... The Conference recessed at five o'clock ...

WEDNESDAY EVENING BANQUET SESSION

June 20, 1956

The Banquet Session convened at seven-forty-five o'clock, President Hocutt presiding.

PRESIDENT HOCUTT: The invocation will be given by Dean James C. McLeod of Northwestern University.

DEAN JAMES C. MC LEOD (Northwestern University): Let us seek God's presence in prayer.

God of our fathers and our God, we pause at the beginning of this feast of fellowship to give Thee hearty thanks for all Thy blessings so richly bestowed upon us, and ask for Thy presence and continued blessing in all the occasions of our conference.

Deliver us from all narrowness of outlook, all moods of defeat, all quibbling and bickering. Keep ever before us an ever deepening sense of both our privilege and our responsibility as servants of Thine to serve with patience and wisdom Thy children whose student careers become our concern.

Thou God of all the searchers after truth, make us worthy of becoming discoverers. Keep before us both vision and purpose and increase our faith in Thee and our fellow men and in ourselves. May we be possessed of a stirred sympathy with the lives and longings of our students and the courage to face obstacles which seem beyond our strength to meet.

All this we ask in Christ's name. Amen.

... Dinner was served ...

PRESIDENT HOCUTT: I hope all of you have finished your dessert. I realize there may be a little additional clearing of dishes, but I thought we might -- with the little urging I got -- get this show on the road.

I would like to begin by very quickly presenting the people at the speaker's table. I am sure these people really need no introduction to you, but I am told this is the thing to do, so I am trying to do this right.

I will begin on my right by presenting Mrs. Stone,

the wife of our excellent host here at the University of California, who has done so much to, in her own right, make this a very pleasant and happy occasion for us. Mrs. Stone. (Applause as she arose)

Of course you all know Hurford, former Vice President Hurford, and this year a member of the Executive Committee, and a host the likes of which we have not known for a long, long time. Hurford Stone. (Applause as he arose)

The next lady is May Hocutt. I will pass very rapidly. (Applause as she arose)

Next I would like to present Mrs. Cloyd, the wife of Dean Ed. Cloyd of North Carolina State College. (Applause as she arose)

The invocation was given by Jim McLeod of Northwestern, and he was previously introduced. (Applause as he arose)

Next is Mrs. Mallett, the wife of Executive Dean Don Mallett, and Vice President of NASPA. Mrs. Mallett. (Applause as she arose)

Next, Mrs. Winbigler, wife of Vice President Don Winbigler. (Applause as she arose) And Don Winbigler, our program chairman for this 38th Anniversary Conference. (Applause as he arose)

Apparently we cannot have any session at this Conference without a few announcements.

... Announcements ...

PRESIDENT HOCUTT: We were talking a bit today about the impending tidal wave of students and the affect this may have on our institutions. In particular this is causing those of us in student personnel work a great deal of concern because we have to plan for taking care of these students.

I thought you might be interested in a solution that one institution has worked out. I know that some of you have heard about this, but I thought those of you who had not would find it interesting.

Our friend Bill Tate at the University of Georgia

told me a few months ago that they had the solution to the housing problem at Georgia. He said, "Beginning next September at the University of Georgia they plan to admit only Georgia Baptists. In Georgia," he says, "the Baptists are so damn narrow you can get two of them in the same bed." (Laughter)

We have said this many times, but I do not think it would hurt to say it again, how very much we appreciate all that the Stones, the University of California people, the members of the Host Committee, those included among the Western Outpost Wranglers, all that they have done to make this a very enjoyable Conference.

When we were driving in here Sunday, over Route 40, I noticed these signs along the route reading "NAPA. N-a-p-a, so many miles," and I turned to May and said, "That is just like these Californians. Look what they are doing to welcome us to this state, even if they can't spell NASPA." (Laughter)

I feel pretty ridiculous to be up here trying to tell a story or two, and I am going to quit right now, because our Toastmaster is Dean Ed Cloyd of North Carolina State College. Those of you who have heard Ed perform before know that -- well, I am a rank amateur to try to tell stories in his presence.

As you probably know, we are scheduled to have our 1957 Conference at Raleigh, North Carolina. We will probably hold our sessions, as I understand it, in the new student Union building at North Carolina State, and we will have an opportunity to see how well Ed keeps the students on his campus in tow, or in check. I heard about one of his students who got out from under and got up in New York City, and decided that he was going to really make a weekend of it because he had not had much chance down in Raleigh to have a real good time.

He went into a bar in New York City, and he ordered ten martinis, and he told the bartender he wanted them all at once, lined up on the bar. Well the bartender filled the order and as soon as he had gotten these martinis on the bar, this student took the first glass and threw it aside, and he took the last glass and threw it aside, and then he drank the remaining eight martinis.

The bartender went over to him and he said, "Do you mind telling me why you went through this procedure?"

And Ed's student said, "No, I don't mind telling you." He said, "The first one never tastes exactly right, and the last one always gets me in trouble." (Laughter)

Ed, I am going to stop here, and turn this program over to you. Dean Ed Cloyd. (Applause)

TOASTMASTER E. L. CLOYD (North Carolina State): Mr. President, and Ladies and Gentlemen: I know that we have all enjoyed this hospitality and this climate here in California.

The fact about the matter is that the definition, you know, of an expert is that he is an ordinary man a long ways from home. Now that being true, from this time forward I qualify as an expert. So if you want any information just come to me, because I am a long ways from home. (Laughter)

I understand that there was an easterner who met a California miner at a touring camp and they got into conversation. The easterner said to the miner, "I understand you have a very healthful climate out in California?"

"Why," he said, "Healthy, taint nothing else." He said, "Why stranger, in California you can just choose any kind of climate you want, and get that without traveling but just a few miles. Why, there's a mountain out there that they call Sierra Nevada, and you can go up on top of that mountain. It has a valley on each side of it. And we can go up on that mountain and if we want summer climate we have it on one side, and winter climate on the tother."

He said, "If we want to kill summer game, we shoot over on the summer side, and winter time game over on the winter side."

The stranger asked him if he ever tried it. He said, "Sure I've tried it. I went up there one day, and I was a fishing, the summer side of the mountain, and" he said, "I had a dog that I hoped would be good for hunting on both sides of the mountain. But he come up here, and he p'inted some game on the summer side, and while he was a-p'inting the game on the summer side, his tail pointed toward the winter side, and his tail friz off while he was p'inting that game over on the summer side." (Laughter)

But I think, Ladies and Gentlemen, that we ought to give a toast to California, and I saw this one a day or two ago.

In the fold of the great land of legend,
 Land favored by luck and fate.
 California must be heaven
 For she owns the Golden Gate." (Laughter)

It is our pleasure this evening to have with us the Griller Quartette. Sidney Griller's life reads almost like a story book. He was a cockney and was born within the sound of the bells of old London in 1911. As a boy he played the violin so well that at fourteen years of age he won one of the few highly coveted scholarships in the Royal Academy of Music. At the age of fifteen he was a concertmeister of the Academy.

At the age of seventeen he and three other youngsters of about the same age were chosen by one of the great instrumentalists of Europe to form a string quartette and consecrate their lives to that type of music. The four agreed. Two of them were English, one was Irish, and the fourth was from South Africa. So they entered into a pact to share their lives and fortunes, and from that time until the present they have shared every dollar they have made. Whatever they have made went into the Quartette bank account, on which they drew as they needed it. Thought it was not until 1939 that they got over the hill really financially.

At that time Sidney said, why, they struck oil with a violin bow. Their first engagement was in the Bohemian Club in New York, and when the war came on the Royal Air Force drafted that quartette as a unit to play in London throughout the blitz as a morale builder.

The quartette was invited back to England to play at the coronation of the queen.

They travel now everywhere as the Griller Quartette of the University of California, from Berkeley. So it is my real pleasure to present to you now the Griller Quartette, and they will announce their own numbers. (Applause)

... The assembly was entertained by the very beautiful music of the world famous Griller Quartette, String Ensemble of the University of California ...

TOASTMASTER CLOYD: There were two ladies at a concert listening to wonderful music such as we have just heard, and when the number was finished, one of them said to the other,

"That was something by Bach."

"No," the second one said. "I'm sure that you are mistaken. That was from Mozart."

"Well," the first one said, "I see the name of it. I'm going up and prove to you that you are wrong." And so she went up and looked at the poster that she thought gave the name of the music they had just heard, and she came back and said, "You know, we were both mistaken." She said, "It was the Refrain from Spitting." (Laughter)

I cannot refrain from telling you just one or two stories that came from down in my section of the country, which, by the way, is North Carolina -- just a little north of South Carolina. (Laughter) This having the Reverend here next to me made me think of one of them.

There was a visiting minister down in the county of Wilkes, which is just south of Caswell County, where I was born and reared. And Wilkes County for many years was noted for its home brew, for its White Lightning. They raised their own corn and felt that they had a right to use it for any purpose they wanted to. (Laughter)

Well this minister got to the home of this gentleman on Saturday afternoon. He was to stay at the home of a very respectable citizen there, a farmer, and he arrived there on Saturday afternoon. Now this farmer, as I said, raised his own corn, and when the occasion demanded it, he would go just a little farther up there in the brush of the mountains and convert some of it for his own use, purely for medicinal purposes. So the minister arrived there Saturday afternoon, and he had a right serious cold. They ate supper and he said he believed he would retire early as he had to preach the next day, and had contracted this cold on the way.

So after he had gone up to his room, the host said to his wife, "I believe I'd better go up there and see if there is anything we can do for the preacher. He's got a right bad cold." So he went up and he came back and he said, "Now, Momma, you get a glass of sweet milk, and you go back there in the shed room and get that medicine and put him a good slug of it in this glass of milk, and I'll take it up there to him, and by morning he will be much better."

Well, she did as suggested, and they made him up a

right strong toddy, and the farmer took it up to him and he drank it. So the next morning at breakfast he seemed to be considerably better, but the farmer thought that wasn't quite enough, so he told his wife, he said, "You'd better give him a little more of that medicine, and by preaching time he'll be about all right."

So she did as directed, and he preached a powerful sermon. (Laughter) Oh, he really preached a great sermon.

Well the next morning, Monday morning, as he started to leave, they were standing out in the backyard there and saying goodbye, the preacher reached down into his pocket and pulled out a ten dollar bill. He held it there in his hand, and just before he was to take his departure he offered it to the farmer, and he said, "Oh no, Reverend, we don't charge you nothing for your keep." He says, "We believe what the Bible says, that the laborer is worthy of his hire. We wouldn't think of charging you nothing."

"Well," the Reverend said, "now Brother I am not offering this to you for my keep. I want to make a deposit on the first heifer calf that cow of yours has." (Laughter)

I have been reminded of something which I should have said to begin with, that these beautiful flowers on the tables are from the University of Colorado -- California campus. (Laughter) That is a terrible mistake, a terrible mistake. I beg all of your pardons. From the University of California campus, and they were arranged by a local florist, and supplied by Hurford Stone as a good friend of NASPA.

Now, just one other. A bishop was traveling down in eastern North Carolina. He'd been traveling all week visiting his parishes, and he arrived at the home of this parishoner on Saturday afternoon, where he was to speak the next day. And so the landlady, his hostess, asked him if he wouldn't like for the maid to freshen up his vestments before tomorrow. And he said he certainly would, that he had been traveling all week, and he would be very happy if she could do that without inconvenience.

So she arranged with the maid, who was also the cook, to freshen up the archbishops vestments while they were eating supper. So they were seated at the supper table, and all was going well when the cook came and poked her head just a little

inside the door, and said, "Miz Mammy, 'scuse me, but do the archangel want any starch in his shimmie?" (Laughter)

Now it has come time for me to present to you the speaker of the evening. He was born -- I see some of the boys back there who say "there's no need to tell us that. We know that." (Laughter) But you don't know where he was born. He was born in Wales. He came to the United States in 1906, and became a naturalized citizen in 1915.

He earned his A. B. degree at the University of Montana; his Master of Arts at the University of Illinois; and his Doctor of Philosophy at the University of Pennsylvania.

He married Anna Evelyn Davis in 1917.

For a number of years he was professor of economics at the University of California at Los Angeles, and has been Provost of the University of California since 1949. From 1941 to 1946 he was mediator of the National War Labor Board. He is now a member of the American Economics Association, a member of Phi Beta Kappa, and my fraternity friends over here will be proud to know that he is a member of Sigma Nu.

Now he and his good wife Anna have traveled extensively in the United States. They enjoy traveling by motor, and they have motored many times throughout the United States. On one occasion they had been on one of these long motor trips, and were on the way back home, and when they arrived at the edge of the state of California, just over the border, late in the evening, he thought he had better get some gasoline because night was coming on. He also requested the man at the station to look at his tires, and he did find that the tires needed some inflating. So he filled the tires and they got in and started on their way. They had not been going very far before Anna said, "Now isn't it wonderful how this car rolls along on this fine California air!" (Laughter)

He is one of those college presidents, or provosts, who started out with only a wife and an orange grove -- no students -- and, believe it or not, not a dean. We cannot conceive of any college president now starting off with no dean, and certainly not without a Dean of Students, or a Dean of Student Affairs, or anything of that kind.

I was looking up the facts about this gentleman in Who's Who -- I gave you some of them, but in addition to that

there are about two and three-quarters inches more of material, that they had in such fine print in order to get all these facts in, that I couldn't read it with my bifocals, so I am going to omit that. (Laughter)

I am just going to say to you, as one man said in presenting a speaker, after he had said a few things about him, he said, "I have now done so, and he will now do so." (Laughter) So I now present to you Dr. Gordon S. Watkins. (Applause)

DR. GORDON S. WATKINS (Provost, University of California, Riverside): Mr. President, Mr. Chairman, Ladies and Gentlemen: It's way past my bedtime, (Laughter) but I came 500 miles to give this speech, and by gosh I'm going to give it. (Laughter)

I prepared a paper that would take about fifty minutes of your time, but when I looked over the program for today and the expected one for tomorrow I came to the conclusion that perhaps I had better summarize this paper and let you go, coming back next year to give you the rest of it.

Being flanked on either side by two gentlemen from North Carolina, I think I shall have to remind these distinguished gentlemen that the University of California has a type of organization and administration directly patterned after the University of North Carolina, where they actually reverse the traditional type of organization. Normally in the west we have as the top officer in some of our universities a Chancellor, and under him we have a president, and then we have provosts.

But in North Carolina I learned back in 1949 when I went to that state that the University of California had borrowed the North Carolina system, and we have placed the Chancellor under the President. So the top officer with us is a President. The next two officers on the big campuses are Chancellors, and on the smaller campuses, so-called, are the provosts.

When I went down to Chapel Hill I wanted to find out a little bit about the distinction between these three different sets of officers which we in California were supposed soon to get. And I was told this story, which of course, being in North Carolina, I take it as a true story: That one of the elder statesmen of that great university was a fancier of thorough-bred dogs, and some dogs not quite so thorough-bred. He

had three -- two thorough-breds, and a common wage earning dog. He used to take these dogs with him to different parts of North Carolina when he went for weekend trips. He went to one little hotel in that state one weekend and asked for two rooms, and the night clerk said, "What do you want two rooms for?" He said, "I want one for myself and another room for the president and the chancellor and the provost." The young clerk said, "I'm sorry, sir, but under the rules of the hotel I'm not permitted to rent a room to dogs." (Laughter)

"Well," he said, "young man, you tell the proprietor that Professor So-and-So was here and wanted two rooms, one for the dogs and one for himself, and you'll find it's all right."

The young chap, fearing this was an acquaintance of the boss, gave the old professor two rooms, and when he went upstairs he got curious. He said, "Professor, I'm rather interested in the three different names you have for your three dogs, the President and the Chancellor and the Provost. Just what is the difference between these three different officers?"

"Well, son," he said, "it's like this. The President sits on his tail all day and worries about it all. The Chancellor sits on his tail all day, and wonders what it's all about. The provost, he just sits." (Laughter)

That is the position which some of us hold in the University of North Carolina and the University of California.

I think probably I can honestly say, since I am retiring just a week from next Friday, after forty years in this academic profession, that I have always wanted to talk to an Association of Deans of Students, or Deans of Men; and for a long time I was tempted to say some things which for forty years I'd hoped to say. (Laughter) If I ever got an invitation. I have the great privilege of being a member of the advisory committee of the first -- I suppose the first Dean of Men in the United States of America, Tommy Arkle Clark of Illinois. I worked with him not only in those five years of my membership, but for many years longer than that. And I had a great admiration for the genius and the skill, the resourcefulness and the rather subtle way in which he, as a symbolic Dean of Men, went about his business.

Naturally I refrain from making a speech like that because I have had such a glorious experience with Deans of Students in my own University of California, that I shall not take up that cudgel tonight.

But I am perhaps the most abused member of the family of the University of California. That comes about by virtue of the fact that I was sent to a small community in southern California, a sample of whose weather you have today in Berkeley. This little city of Riverside is perhaps the frankest and the friendliest place that one can possibly live in. If you do not believe me, you ask Tom Broadbent. I want to tell you some actual incidents that happen to a professor, and especially to a provost in a small California town, before I summarize this speech for you.

When I went down to Riverside, I went to give a speech at the Mission Inn, which is a very famous inn in our community. They met me at the entrance to the Inn, the Mayor of the city, one of the frankest men I've ever known, as you will find out as I tell these incidents. The first thing he said to me, he said, "You are Dr. Watkins?" I said, "Yes." "Well," he said, "you're not quite as bad looking as your picture in the paper." (Laughter)

Then I went throughout that whole area giving speeches, trying to enable the people of our community to know something about this new College of Liberal Arts which I was to establish there in the future. I made so many speeches that not only did I grow weary of them, but everybody else did, as you will tonight. Once, after going the rounds every week for many weeks, somebody asked the Mayor, William Evans "if he'd heard Gordon Watkins' last speech," and the Mayor said, very frankly, "My god, I hope so." (Laughter)

That indicates to you the kind of friendly people you will find in California. (Laughter) And it wasn't long after that I went down to a little town of Santa Ana, which is only a short distance from Riverside, to speak to the Rotary Club, and I went into the Masonic Temple, in the lobby. A man rushed up to me and said, "You're Gordon Watkins." I said, "How did you know that?" "Well," he said, "you came to Riverside a long time ago. I met you and I got your name." I said, "That is remarkable because you must meet a lot of people in your particular line." He said, "Yes, but I have a special system of memorizing things, and that is memory by association, and I have never forgotten your name or your face, and especially your name." I said, "What is it about my name that you could remember out of the thousands you must have met since?" "Well," he said, "your name reminds me of my two favorite medicines, Gordon's gin, and Watkins' linament." (Laughter)

Now I must give you one illustration of how the young people in California, as well as the old people, are very frank,

and I was asked to do something I never did before in my life, and that was to give a speech to a Junior High School. I was not at all aware of what one did with teenagers like that, and some of them less than teenagers. I must confess I had a great many misgivings about speaking to a Junior High School. I went down to the University Junior High to speak in behalf of the Rotary Club on the United Nations.

When I got to the hedge around the high school, two young citizens came up to me and one was rather tallish, and one rather shortish, and the tall boy said, "What are you doing here at your age?" (Laughter) I said, "I am the Convocation speaker." He said, "you mean the assembly speaker." I said, "I guess that is it, this morning." He said, "What are you going to talk about?" I said, "The United Nations." And he gave one of these very unencouraging grunts, and then he said, "How long are you going to talk?" And I said, "fifteen minutes." Then the little chap who had not said a word, peeped up and said, "Make it ten, Mister. We kids get restless." (Laughter)

I have always admired American youth, as I was brought up under a system of repression and suppression which did not permit us to take liberties with our elders.

But I must confess that I am going to speak to you on a serious subject for a short time, even though it is quite late and you have had a long day. I promised that I would speak seriously on the subject:

EDUCATION FOR A WORLD IN TRANSITION

Our Civilization and Our Time

Our epoch is one of great transition that imposes upon educational institutions, old and young, very heavy responsibilities. In this world of change and transition, the democracies are confronted with problems of unprecedented magnitude and importance. The relation of our colleges and universities, indeed of our entire educational system, to the solution of these problems commands the interest and attention of all thoughtful Americans.

Those of us who were born in the closing decades of the nineteenth century, and, consequently, are facetiously characterized as remnants of the gay nineties, or, which is much worse, as very late Victorians, look retrospectively to that century with a touch of nostalgia. For compared with the

latter period of that century, the first half of the twentieth has been a nightmare of almost uninterrupted belligerency, instability, and insecurity.

It is as easy, of course, to romanticize the past as it is to idealize the future. In looking back over the "good old days" one is quite likely to view them through rose-colored glasses. This has always been one of the faulty indulgences of the human race. The social sins of the ultra-individualistic nineteenth century were legion, I know, and social scientists have not hesitated to call attention to them. Certainly no practitioner of the necromancy of Economics could fail to acknowledge them. But, despite its obvious social disabilities, the period had considerable stability, self-reliance, tranquility, and certainty. Mankind seemed to know where it was going and went its way with an abiding faith in the desirability of its ultimate goals.

Contrasted with the second half of the nineteenth century, the first half of the twentieth manifests tendencies to disunity rather than unity, contradiction rather than consistency, disintegration rather than integration. Thus far the present century has been one of violent destruction and revolutionary change. There is no blinking this fact by an ostrich-like burying of our heads in the sands of these turbulent times. Whether we look back over the Europe of the last four decades, or glance at restless, awakening Asia and the Middle East in our own day, it is difficult to escape the conclusion that the currents and cross-currents of social change suggest the end of one historical epoch and the beginning of another. Ours is obviously a period of great transition in the endless unfolding of historical evolution, whether that evolution be ascribed to creative ideas, the free wills of men, indefinable force, or blind material factors. The end toward which civilization is moving cannot be perceived clearly by the most astute observer of social development, much less by self-styled prophets of the millenium.

Strange New World in the Making

Among thoughtful people everywhere there is a deepening sense of a strange new world in creation -- a world that will require the exercise of great intelligence if mankind is to salvage the priceless institutional values that have evolved through centuries of social advance. Aldous Huxley in his Brave New World visualizes a supermechanized civilization,

functioning with such precision and efficiency that human beings will be merely disciplined automatons, having material security and abundance but no cultural, political, or spiritual quality or freedom. In his view, it will be a push-button world in which human individuality will be lost in the collectivized state and the human family will disappear. Somerset Maugham in his Summing Up speaks confidently and prophetically of a mass-dominated world in which there shall be a levelling down to uncreative mediocrity and the talented individual shall be drawn into the vortex of regimentation. Still others visualize a world in which democratic institutions, founded upon the historic concepts of liberty, equality of opportunity, and the free pursuit of happiness, in defiance of absolutism and dictatorship by a single class or by the mass, shall come into a more significant and fruitful maturity, bringing abundance, peace, security, and opportunity to creative minds and spirits. This happens to be my own optimistic belief also.

However much imaginative minds may differ in their concepts of future civilization, it is obvious that a new world is in the making, and that unpredictable social forces are at work leading mankind to new and higher levels of social progress.

Realistically-minded men have added their interpretation of a humanity in movement to higher standards of existence. The late Wendell Wilkie, who scarcely can be regarded as a fuzzy-minded idealist, observes in his One World: "Men and women all over the world are on the march -- physically, intellectually, and spiritually. After centuries of ignorant and dull compliance, hundreds of millions of people in eastern Europe and Asia have opened the books. Old fears no longer frighten them. They are no longer willing to be eastern slaves of western profits. They are beginning to know that men's welfare throughout the world is interdependent. They are resolved, as we must be, that there is no place for imperialism within their own society of nations. The big house on the hill surrounded by mud huts has lost its charm." [Wendell L. Wilkie, One World (1943), p. 204.]

General Douglas McArthur, whose competence to view the far-eastern world nobody can doubt, had this to say in his historic address to the Congress of the United States: "Before one may objectively assess the situation existing there [Asia], he must comprehend something of Asia's past and the revolutionary changes which have marked her course to the present. Long exploited by the so-called colonial powers, with little opportunity to achieve any degree of social justice, individual

dignity, or a higher standard of living ... the people of Asia found their opportunity, hitherto unfelt, to throw off the shackles of colonialism and see the dawn of new opportunity, dignity, self-respect and political freedom. Whether one adheres to the concept of colonization or not this is the direction of Asian progress and it may not be stopped." [Address before the Joint Session of Congress, April 14, 1951.]

Some Disturbing Characteristics of Our Age

These social movements of humanity toward independence, self-determination, greater dignity, and more abundant opportunity need not disturb us; mankind has always been on the upward march to more complete social realization. What should disturb us is the eulogy of violence, the deification of force, the headlong revolt against reason, the disposition to dictatorship, and the defiance of democratic processes which have characterized the political, economic and social behavior of the human race in the first half of this century.

It would be dishonest not to acknowledge the miraculous accomplishments of science, technology, and automation, and the beneficial impact of these upon the standard of living in this century of restless advance. Ours is a justifiably proud boast that the Western world has attained a standard of living unprecedented in the history of mankind, and that this has come to pass within the framework of a social philosophy and a social system centered around the pre-eminence of the individual citizen. All this constitutes a remarkable record of material progress.

The important fact -- the fact that should be of great concern to all of us -- is that this extraordinary advance of science, technology and invention and the material benefits accruing from them have not been accompanied by a similarly dynamic progress in other areas of human values, that is, areas of cultural, moral, spiritual and social values. Many frank and thoughtful critics of our age complain, with considerable justification, that in both national and international affairs, the behavior of mankind in our time represents a retreat from reason, immaturity of social judgment, surrender to emotionalism, and disintegration of moral and spiritual purposes. If all this is true, and I am disposed to believe that it is a valid criticism of our age, it is not because mankind does not have sufficient knowledge on which to base intelligent conduct,

but because of the strange and universal contradiction that the human race does not do as well as it knows and that knowledge is not transfused with sufficient wisdom.

Let us look at this matter a little more closely. The time was when reason was esteemed as an indispensable condition of desirable human relations, both within each nation and between nations. Intellectual and political leaders in every country paid homage to the Law of Reason; philosophers and historians boasted of the Age of Reason. Out of the Enlightenment of the seventeenth century and the Rationalist Philosophy of the eighteenth, thoughtful minds wove a pattern of behavior in which the law of reason, as a natural law of the human mind, would guide men and women in their everyday conduct.

The necessity and usefulness of reason as a guide to balanced individual and social living was not the discovery of the modern intellect; rather it was a rediscovery by the modern intellect of wisdom of the Athens of Socrates, Plato, and Aristotle, and the Rome of Cicero. But this conception became an obsession of the creative intellects of the seventeenth and eighteenth centuries, and dominated much of the thinking of the nineteenth.

Several deep-rooted beliefs inspired the efforts of those who, in the Age of Reason, helped to lay the foundations of the democratic institutions under which you and I are privileged to live. Among these beliefs were: (1) The exercise of human reason is an indispensable condition of human progress and the maintenance of general well-being; (2) men and women, as human beings, possess certain natural rights of which they should not be deprived without due process of law; (3) the natural rights of man, including the right to life, liberty and the pursuit of happiness, are most effectively implemented and protected through government by consent of the governed; and (4) no human society is safe in the hands of a few clever individuals who presume to possess a superior capacity or a divine prerogative for governing their fellows.

Progress Under the Rule of Reason

From these fundamental beliefs of the rational mind there developed what became known as the Liberal Tradition, which embodies the doctrines of our democratic faith -- the faith which underlies the strength and progress of Western civilization. That tradition, it has been observed, is the

attitude which tests the validity and acceptability of behavior of individuals and nations in terms of the rational consent of men. [Harold J. Lasky, "Rise of Liberalism," Encyclopaedia of the Social Sciences, Vol. 1, p. 103.]

This liberal tradition encouraged scientific research and experimentation, uncompromisingly opposed myth and superstition, and made it unmistakably clear that political and economic power are a trust to be forfeited whenever it is betrayed. This tradition did remarkable things to the human mind and the human spirit; it conceived no limits to the empire of the human intellect, and the growth of mind was considered as in itself the growth of good. [Ibid., p. 104.] It was not strange that out of this intellectual awakening there should come modern science, discovery and invention to push out the geographical boundaries of the world, emancipate the human spirit from many of its superstitions and prejudices, create technological and political revolutions in Europe and the United States, and build a universe of natural order, natural law, and natural rights.

The principle of reason replaced sanctions that were external to the individual's mind, and it was to reason that men appealed when they doubted evidence or experience. Man became confident that he could exercise dominion over the physical universe and over his own internal self. Out of that confidence were born the natural and social sciences in their modern forms. Even social institutions, including political and economic organizations, were believed to be a proper province for the exercise of intelligence. No area of life was entirely free from the penetrating influence of the rational temper. [Ibid., p. 105.] Not mere change, but progress was the new watchword of the human spirit.

Articles of the New Democratic Faith

The philosophy of the new rational system became the declaration of faith of Western Democracy, which found its most complete expression in the Declaration of Independence and the Constitution of the United States.

The principal articles of that democratic faith are familiar to us all, but too frequently we take them for granted. They include: freedom of thought and expression; freedom of tastes and pursuits; freedom of conscience and worship; freedom of organization and association; freedom of choice and movement; freedom of contract and negotiation; freedom to acquire and

enjoy property; protection of personal security; sanctity of the private home; government by consent of the governed; the minimum of government compatible with the maintenance of justice, security and well-being.

A World in Revolt Against the Democratic Tradition

The articles of our democratic faith, represented here as the offspring of reason and of wisdom, have gone out of fashion in many parts of the contemporary world. During the present century Fascism, National Socialism, and Communism have sought to undermine respect for reason, to sanctify emotional violence, and to replace rational standards of human conduct with a blind, unreasoning and unquestioning obedience to a single leader or to a militant revolutionary minority which seizes political power in the name of social reform. Whether in Russia or China, Italy or Germany, Spain or Argentina, these revolutionary movements have challenged the rule to reason and the democratic processes that issue from it. Such is the complex of authoritarian power and dictatorship that characterizes the temper of our time.

This retreat from reason has left us not only a world of force and violence, but a world of confusion, inconsistency and contradiction. It is a world in which former friends become present enemies, and former enemies become present friends, and standards of sane conduct among nations are thrown to the winds. The cold war is the strange symbol of the human irrationality that has plunged mankind into two world wars and threatens it with a third world war within the brief span of a single lifetime. Little wonder that a brilliant American humanist has declared that: "Today every human being is living through an apocalypse of violence," [Lewis Mumford, Faith for Living, p. 3.] and mankind may return to an age of disillusionment, disappointment, cynicism, and international chaos. Instead of decency, integrity and humanity, there is everywhere the most primitive brutality, creeping collectivism, incompetence and corruption. The atomic age, dawning with unlimited potentialities for human happiness and well-being, keeps companionship with universal destruction and disintegration.

Revival of a Positive Democratic Faith

While the elimination of abject poverty and ignorance and the provision of the right of self-determination for all subject peoples will do much to return a warring, restless

civilization to a position of balance and stability, something more is required to make secure the foundations of the democratic tradition. Liberty and democracy, it has been said, are basically a belief in the freedom of the will and in man's capacity to make moral choices and wise judgments governed by reason. [*Ibid.*, p. 19.] To this belief we must add an unwavering faith in the essential goodness of the values of Democracy. The religious fanaticism of current revolutionary movements cannot be opposed successfully unless one possesses a faith equally strong; equally capable of fostering devotion and loyalty, and of commanding great sacrifices for a dominating ideal.

A political faith, just like a religious faith, is a deep source of human energy and vitality. [*Ibid.*, p. 47.] But any faith has power only as it is translated into action. Consequently, the Western world, schooled in the essentials of democratic living, must, by deed as well as by word, teach the nondemocratic world that freedom derives from the essential human capacity for self-direction and voluntary cooperation; that self-help and mutual aid are complementary methods in creating a better world; that human liberty is the indispensable condition of self-realization; and that self-realization is the supreme purpose of human life.

The Average and the Exceptional Individual in the Democratic Community

If self-realization is the supreme purpose of human life, it is no less the transcendent purpose of a democratic community and fundamentally the ultimate answer to the dilemma of a disordered world. There can be no realization of the self without the cultivation of the individual's inborn capacities -- both intellectual and emotional; the proper direction of the individual's aptitudes and energies; the effective adjustment of the individual to his physical, cultural and social environment; and the proper coordination and harmonization of groups of individuals, whether these be villages, cities, states, or nations.

In the final analysis it is the individual mind and the individual spirit that must find the answers to the world's problems and provide the program of cooperation that substitutes peace and security for war and insecurity in the family of nations. The individual is inescapably the point of focus of all education since self-realization in its broadest sense is the major purpose of education. The primary functions of education are to guide the individual in the discovery of himself,

his innate abilities, his social heritage, and the intricate relationships that make up the complex pattern of human living.

The emergence of democratic society has resulted in at least two significant facts. In the first place, the triumph of the democratic ideal has meant the progressive emancipation of the mass of mankind. The distinguished Spanish philosopher, José Ortega y Gasset, has made the interesting observation that: "There is one fact which, whether for good or ill, is of the utmost importance in the public life of Europe at the present moment. This fact is the accession of the masses to complete social power." [José Ortega y Gasset, The Revolt of the Masses, p. 7.] When Ortega speaks of the masses, he speaks of the average man, and it is the advance of the average man into the foreground of political, social, economic and educational life that constitutes for him the most striking consequence of the ascent of democracy.

Ortega's great lamentation concerning the rise of the average individual to a position of importance and power is that unqualified individuals are likely to displace exceptional individuals in the strategic control of the direction and destiny of civilization. The common, ordinary, and mediocre mind may replace the uncommon and exceptional mind in determining the fate of mankind. Wherever this happens, he thinks, civilization experiences disintegration and retrogression.

The second significant fact issuing from the rise of democracy is the universalization of educational opportunity. Nowhere has this fact been more clearly established or more effectively demonstrated than in the United States. Education for all in accordance with their abilities, their interests, their aptitudes, and their life's purposes has become a tradition of our people. Moreover, it is a tradition which we support with financial generosity. Although we have not yet achieved our highest aims in this regard, there is no country in which educational opportunity, from the elementary school through high school, college, and the university, is freer and more abundant. In aristocratic societies, education is for the privileged few; in democratic societies, education is for the unprivileged many.

In this universalization of educational opportunity lies the greatest promise of a return to reason and the enthronement of intelligence and enlightenment out of which may emerge the ideal organization and direction of a decent

world society. For it is not in birth or in wealth but in creative and enlightened intelligence that mankind will find the answers to the questions which perplex it.

If education is to fulfill its proper and legitimate functions and purposes, attention must be given to the exceptional as well as to the average mind. If American education has a basic weakness, it is that in every phase of our educational system the pace and progress of the exceptional student are restrained to the pace and progress of the average. Wherever the uncommon and the exceptional mind is sacrificed to the common and the ordinary mind, the net result is the reduction of all to the dead level of mediocrity. Such a result violates the fundamental principles and purposes of democratic society. The objective of all educational institutions in a democratic society should be to provide constantly expanding opportunities for both the average and the exceptional student, and not to raise the level of the average at the expense of the exceptional.

The Pattern of Education for an Emerging Civilization

The world is always in a state of transition; it is always moving forward toward new tapestries of life and experience. Mankind never remains static, for human life is essentially creative and dynamic. If men were to stop conceiving ideas and stop creating new mechanics for larger living, retrogression would soon set in. It is because men insist on thinking new ideas, discovering new truths, and inventing new ways and means of living, that education must ever face the problem of change and adjustment.

It is frequently observed that the world constantly grows larger and at the same time constantly grows smaller. This contradiction, this paradox, holds great significance for the human race. Life has become, in actual fact, world-wide in character; the content of existence today for the average man includes the whole planet; each individual lives the life of the whole world. Says Ortega on this point: "This nearness of the far-off, this presence of the absent, has extended in fabulous proportions the horizon of each individual existence." [Ibid., p. 27.]

The improved arts of transportation and communication have made the world smaller. In this jet-propelled and televised world little or nothing can happen in one part of the

world which does not affect, directly or indirectly, life in every other part. This new intimacy of the world is what makes it so imperative that reason be re-enthroned in the human mind and knowledge be transfused with wisdom and sound judgment.

No simple pattern of education will meet the basic requirements of this expanding yet shrinking universe. Individuals differ in their conceptions of what the pattern should be. There are those who believe that education begins and ends with the attainment of vocational or professional competence. Others insist that scientific education should be the pre-eminent objective since ours is a world dominated by science and technology. Still others, including myself, contend that neither vocational and professional education, nor even scientific education, constitute an adequate answer to the needs of youth in a democratic society. Rather, it is believed, there must be added a generous prescription of liberal education -- education that frees the mind and traverses the whole heritage of culture, including the biological sciences, the physical sciences, the social sciences and the humanities.

Liberal education is essentially a spirit, a point of view, and a program that enable the student, under wise guidance and inspired instruction, to see life in its totality and to comprehend the unity of the universe. "Education," says Alfred North Whitehead, "is the acquisition of the art of the utilization of knowledge." [Alfred North Whitehead, The Aims of Education, p. 16.] Not the mere acquisition of knowledge, but its creative utilization is the central purpose of education, for only in this way can the individual attain to complete self-realization and expression and live creatively in human society.

The limits of learning are not found in vocational or professional education; rather they extend to all the best that has been thought, said and done by the wisest men of all time. The purpose of education, according to the British Ministry of Education, "is not so much to prepare children for their occupations as to prepare them against their occupations. It must develop in them the powers and interest that will make them the masters and not the slaves of their work." [Quoted in Publication of the Modern Language Association, Vol. LXXI, No. 3, June 1956, p. viii.]

A genuinely democratic society will not continue to exist, nor will the world's problems ever be solved if all that men and women acquire is vocational and professional competence. Participation of all in the business of government is indispensable to the wise direction of the democratic community.

Such participation requires more than vocational and professional knowledge and efficiency; it requires general or liberal education. The functions of vocational, professional and general education must be integrated into a coordinated pattern to achieve life's purposes for the individual and for society. There must be no conflict between them.

The Perplexing Problems of Social Engineering

To every thoughtful observer it must be crystal clear that the stresses and strains in the structure of our social order are not attributable to a lack of scientific and technical knowledge, nor to any deficiency in the skill and mechanical means of humanized living. All physicists, chemists, and biologists know that mankind is not lacking in the fundamentals of pure science nor in the technical means of social advancement. Science has performed miracles in providing the basis of a good life. In advanced industrial countries, human beings are surfeited with inventions, technical instruments, and gadgets issuing from pure and applied scientific laboratories. The real threat to the peace and security of our civilization is due rather to the lack of social responsibility and social morality, and our inability to solve the perplexing problems of human relations. More skillful human engineering, not more technical knowledge, would seem to be mankind's most pressing need.

The Usefulness of Liberal Education

There is a common misapprehension that liberal education is impractical education, that it cannot, therefore, help solve these social problems. Nothing could be further from the truth. This misconception develops from the belief that liberal education is concerned primarily, if not exclusively, with individual refinement and literary excellence, and consequently serves no useful purpose nor aids in effective individual living.

In the broad purposes of a sound liberal education there is no conflict between individual refinement and social or professional usefulness. Indeed, liberal education provides the only solid foundation for effective vocational and professional competence and enjoyment. Whether he likes it or not, the vocational and the professional man does not and cannot live in a social vacuum. All around him the historic past, contemporary institutions, and human relationships fence him in; he is beset with the immediate and ultimate problems of

the nation and of the world. If he is to live intelligently and satisfyingly in his world, the vocational and the professional man needs more than the rudiments of technical knowledge and skill. He needs also a broad pattern of learning that will extend the horizons of his mind and enlarge the empire of his spirit. Certainly, liberal education aims at the cultivation of one's own excellence, the perfection of one's own intellectual heritage, familiarity with the cultural heritage of the race, and the refinement of one's own aesthetic, moral and spiritual senses.

But the purpose of liberal education goes beyond the enrichment and cultivation of individual personality; it concerns itself, too, with the successful adjustment to the requirements of social living -- living in a complex society of political, economic, social and cultural institutions. No one who is interested in the progress of civilization will deny that one of the major aims of a sound education is to produce cultivated men and women, for without the attainment of that ideal we shall not have the type of citizens who are essential in the building of an orderly, peaceful and progressive world. A society of genuinely cultivated men and women is a society in which the ideals of order, security, reason, justice, liberty, and tranquility have their maximum probability of realization. Liberal education seeks the integration of the intellect and the spirit in the life of the individual and the community. It desires, as Matthew Arnold long ago observed, to make us familiar with the best that men in all ages have thought, said and done, in order that through this knowledge we may "turn a stream of fresh thought upon our stock of notions and habits" and so help solve the difficulties that beset our social order.

In the broad pattern of liberal education, the humanities, the social sciences, the natural sciences, and philosophy embrace within their intellectual explorations the whole range of forces and problems that affect the development and progress of civilization. Through these areas of learning the mind can become familiar with the wonders of the physical universe; the intricacies of economic, political, and social organization; the rich heritage of literature; the arts of communication and expression; the aesthetic values of art and music; the logic-developing power of mathematics; and the broad sweep of historical evolution. With this intellectual equipment every citizen is better able not only to live more wisely and completely as an individual, but also to make a reasonable contribution to social stability and progress.

The Resultant Qualities of Mind and Spirit

It has been wisely said that: "To live is to feel ourselves fatally obliged to exercise our liberty to decide what we are going to be in this world." [Ortega, op-cit., p. 34.] In the absence of sound education, proper attitudes, adequate interest, and definitive purpose the individual never can achieve complete self-realization nor develop the resources and vital powers of his own personality.

What, then, is the type of mind, personality and spirit which the educational process should produce in order to assure the most satisfying existence for the individual and the greatest promise for a confused and disordered civilization? These, as I view them, are the essential characteristics of a desirable type of individual citizen: an eager, receptive mind, capable of critical self-analysis and self-direction; a capacity to make wise decisions and to formulate sound individual and social judgments; maturity of approach to individual and social problems which is characterized by reason rather than emotion and enables him to see life realistically and objectively; mental flexibility that sees society as an evolving process, constantly changing, developing and expanding into the dominion of new ideas, new concepts, new patterns of behavior; an appreciation of the heritage of his own people, whatever their race and nationality; an intelligent understanding of the civilizations and culture patterns of other races and other peoples; an attitude of tolerance and fair play that sweeps aside blind prejudices in the area of race and religion; a clear perception of the privileges and obligations of membership in a civilized society; a balanced conception of religious and moral values; the serenity to accept the unchangeable, the courage to change what should be modified, and the wisdom to distinguish between the two.

If education can produce this type of mind and personality, we need have no fear that civilization will disintegrate and perish. This, it seems to me, is the kind of dynamic education that our time demands; it is the form and quality encompassed in the curriculum of the first-class college of liberal arts. Such an education will restore to the human intellect the sovereignty of reason. In the tradition of liberal education one can view the present disordered world objectively and hopefully from the same vantage point as George Santayana in his Platonism and the Spiritual Life: "The world is not

respectable; it is mortal, tormented, confused, deluded... [but] it is also shot through with beauty, with love, with glints of courage and laughter; and in these the spirit moves timidly, and struggles to the light among the thorns."

I close with this thought: I believe with George Santayana that the answer to our problem is liberal education, that mankind will find its way into the light, into the sunshine of a new and better civilization, only when we have broadly cultivated minds, refined spirits, and moralized and sensitive souls who will carry on with a larger concept of what men should be and how men should govern, and how men should live together. (Prolonged applause)

TOASTMASTER CLOYD: Thank you, Dr. Watkins. That applause indicates to you how much we appreciate your being with us this evening.

Now, Mr. President, I turn the meeting back to you.

PRESIDENT HOCUTT: Hurford, are there any further announcements that need to be made this evening?

DEAN STONE: No.

PRESIDENT HOCUTT: Goodnight, Ladies and Gentlemen, and do not forget, the bus departs at eight o'clock in the morning.

... The Conference recessed at ten-fifteen o'clock ...

THURSDAY, JUNE 21, 1956

Stanford Campus Day

... The Deans, visitors and guests of the NASPA Conference spent an interesting and informative day. The entire Conference was transported by buses, which left the Claremont Hotel at 8:00 a.m., on a tour of the San Francisco Bay area, crossing the Bay on the Richmond Ferry, and traveling through the beautiful and majestic Muir Woods, a famous and picturesque Red Wood grove. The Conference was then transported to Stanford University via the Golden Gate Bridge, Lands End, Cliff House, Golden Gate Park, and the Sky Line Boulevard, and upon their arrival at Stanford University partook of a box lunch at Bowman Alumni House.

After the Fourth General Session, held in Cubberley Auditorium, and the meeting of Group Discussion No. II, the group divided into three sections to take one of the following tours:

1. New Men's Dormitories, including Wilbur, Stern and Crothers Halls. Host: Dr. John Yarborough, Director of Residences.
2. Behavioral Sciences Center (Ford Foundation). Host: Mr. Robert P. Huff, Assistant Dean of Men.
3. Central Campus, including Hoover Library, Inner Quadrangle, and Stanford Memorial Church. Host: Dr. William G. Craig, Dean of Men.

Following the tours, the groups reassembled at Cubberley Hall, and were taken back to their hotels ...

THURSDAY AFTERNOON SESSION

June 21, 1956

The fourth General Session, held at Cubberley Auditorium, Stanford University, convened at two-fifteen o'clock, Dean H. Donald Winbigler, Stanford University, presiding.

CHAIRMAN WINBIGLER: The meeting will please come to order.

W. H. Cowley is certainly no stranger to this Association or to the members here assembled. Some of the newer members who may know of him and his work, may not be fully aware of the fact that he has been a frequenter of our Convention programs, and that he has certainly left his mark upon the Association and upon student personnel services in general.

Graduated from Dartmouth. He took his Doctorate from the University of Chicago. Holds honorary degrees from half a dozen scattered institutions. Has served as Director of the Board of Vocational Guidance and Placement at the University of Chicago several years ago. Later worked with the Bureau of Educational Research, and was professor of psychology at Ohio State University. From there he went to assume the presidency of Hamilton College.

More than ten years ago Professor Cowley turned his back upon the practice of educational administration, in favor of a long cherished ambition to devote his full time to the analytical study of higher education, as a field of scholarship, and he accepted a professor of higher education here on this campus.

His studies have taken him at once into very intensive analyses and at the same time an extensive examination of many facets of higher education.

I am particularly pleased to have this opportunity to introduce him to you today, Hal Cowley, the David Jacks Professor of Higher Education at Stanford, who will speak to you on the subject of "Student Personnel Services in Retrospect and Prospect." Dr. Cowley. (Applause)

DR. W. H. COWLEY (David Jacks Professor of Education, Stanford University): Dean Winbigler, Ladies and Gentlemen: The paper that I shall read is quite dull. It has no humor in it at all, and as I sat here I remembered that the last time I

appeared at this rostrum I did tell a story, the counterpart of which I heard or saw last Sunday. It is quite irrelevant to what I am going to say, but you ought to have something at least to smile at.

The occasion of the use of this story was two years ago when I was inaugurated David Jacks Professor of Higher Education right here, and I was trying to describe in the paper that I read what a professor of higher education does. I told the audience by means of the story that I would hit the high spots and not go into too many details.

The story is of a boy who went to his mother and asked, "Mother, what is a penguin?"

The mother said, "Well a penguin is some sort of an antarctic bird, but I don't know much about it. Why don't you ask your father?"

"No thanks," said the boy, "I don't want to know that much." (Laughter)

Now the counterpart came Sunday in a cartoon that was given me by the three female members of my family on Father's Day. It was a collection of cartoons, all folded up into sort of a postcard folder, and one of them is the counterpart of the story of the penguin. It showed two women gossiping over the back fence, and one said to the other, "Never mind the gist of it; give me all the details." (Laughter)

These two stories represent to me at least, the first the point of view of general education, and the second the point of view of the specialized education. (Laughter) And it may have utility for you in this direction. In any case, this is a heavy paper, and perhaps these two stories will help balance it.

Student Personnel Services in Retrospect and Prospect

Some day someone will come along with the time, resources, and capacities to write a history of student life and of student services other than instruction. For years I gathered materials for such an undertaking, but the dice of destiny bounced out other numbers for me. During the past eighteen years I have done so little on any facet of student life that

that in working on this paper I have been appalled at my audacity in agreeing to write it. The undertaking, however, has coerced me into pulling together some of the work I did years ago and the random notes I have made since on the history and trends of student personnel services.

- 1 -

Since in all probability many of you think that history has little if any utility, I begin by commenting upon its value. To do this I must for a moment be autobiographical. I did my graduate work in psychology and, indeed, in one of its least historical branches -- statistics. When at Ohio State beginning in the late twenties I had a part in the effort there to promote student personnel services against administrative inertia and much faculty opposition, I hit upon the notion that history could be used to combat the widespread belief that student personnel people were upstarts in the academic world and hence could be pushed aside and neglected. Somewhere I had read about deans, proctors, regents and other student personnel officers in the universities of the Middle Ages; and I had also read about the hot-blooded boisterousness of medieval students. It seemed to me therefore that the "upstart" charge might be counteracted by means of history. Thus I read extensively about the medieval universities and wrote a number of articles which called attention to the deep roots of student services in the past. To my satisfaction at least I demonstrated that under a miscellany of names deans of students had been at work for centuries and hence could not be blacklisted with the accusation "upstart."

I see from the program that after this session you are to divide into a number of discussion groups; and if any of them decides that the charge is still being made, you might think it desirable to set in motion plans to counteract it by means of the history I have just cited plus much else besides. It stands ready at hand for public relations use. It also has utility in training new members of your craft. All of your recruits ought to learn early that they have joined an enterprise with deep and venerable roots.

But of even more consequence, history puts one's work into perspective. It irradiates the present and throws useful lights upon the road ahead. This has become such a strong conviction with me that for a long while now I have been avoiding the word history and using in its stead the phrase the historical continuum. In every topic that I investigate I

begin by trying to plat the past and the present on its historical continuum with the view to identifying trends into the future. For example, the paper I read at your 1937 meeting in Austin, Texas to which Dean Winbigler referred in his introduction emerged from plotting the historical continuum of the administration of American higher education in general and of student personnel services in particular. Similarly an article I wrote in 1942, predicting the failure of Mr. Hutchins' plan to grant the bachelor of arts degree at the end of the sophomore year, took form from a long preoccupation with plotting the structural development of American higher education.

I hasten to observe that sketching the historical continuum of an issue does not assure correct predictions about the future. Subterranean forces and inadequately perceived surface phenomena sometimes suddenly produce effects that no one anticipated or could anticipate. Nonetheless every passing year confirms me in the belief that he who knows the historical continuum of a problem is thereby equipped to deal with the present and to plan for the future better than he who remains in ignorance of it.

- 2 -

Let me illustrate by discussing briefly the explosions called panty raids. I understand that not a few deans of students are considerably concerned about these outbreaks of youthful itchiness, and one of your number suggested recently that at this meeting you will probably appoint a committee to be your official worriers about how to handle if not to end them. I very much hope that you do appoint such a committee because, instead of being a disaster, panty raids seem to me to be blessings in disguise for deans of students. The historical continuum of student riots and rebellions leads me to this conclusion.

During the past century American college students have been extraordinarily well behaved in comparison with former times. Until the Civil War riots and rebellions broke out in most colleges every few years if not more frequently. Some of them led to bloodshed and some even to killing. The pattern went back to the town and gown riots of the Middle Ages, the most famous being the Oxford outbreak which began on St. Scholastica's Day, 1355. More than 50 students and townsmen died in that encounter. It lasted almost a week, and because of it the City of Oxford annually paid fines and obeisance to

the University of Oxford for the next 470 years. To this day Cambridge University continues to be prepared for the consequences of such outbreaks, the only duty of its High Steward being "to attend the hanging of any undergraduate."

Nothing in the history of American student life compares with European antecedents, but during the early years of the nineteenth century Princeton students blew up Nassua Hall three times with dynamite, Yale students stabbed to death at least one New Haven fireman in their annual spring "hose riots," and a student blinded the left eye of the famous historian William H. Prescott by hitting it with a piece of stale bread in one of Harvard's numerous food riots. Describing these uprisings as they occurred at Harvard, its tercentennial historian Samuel Eliot Morison has written that

..... the half century from 1807 to 1857 is studded with explosions in lecture-halls, bonfires in the Yard, smashing tutors' windows, breaking up chapel exercises, and rebellions. There was even a traditional Rebellion Tree opposite the south entry of Hollis, where they started . . . Josiah Quincy, who lived in Wadsworth House when he was President, complained after his resignation that he could not sleep in Boston -- it was so quiet compared with the Yard!

In the high-spirited South even fewer restraints prevailed as witness the following summary statement of conditions there:

In North Carolina they (students) rode horses through the dormitory and 'shot up' the place generally. At a great drinking bout, attended by students and faculty, that signalized the celebration of Washington's birthday in 1804, a young instructor, according to a student's letter, achieved a feat of getting drunk twice. Shooting, blocking stagecoaches, and singing ribald songs in front of churches are reported from the University of Virginia. Students here went even further and on occasion assaulted and whipped members of the faculty. In the course of the riot of 1842 Professor Davis was shot and killed by an exuberant undergraduate. A similar outrage was the murder of President Jeremiah Chamberlin of Oakland College in Mississippi. During the political excitement attendant upon the discussion of the Compromise of 1850 a drunken student, enraged over a fancied injury, stabbed him to death.

Compared with the lawlessness of pre-Civil War college students, today's panty raids seem so mild that the historian of college life is tempted to dismiss them as inconsequential. Deans of students, however, cannot be so complacent and must deal with them wisely if they occur and prevent them if possible. In both enterprises the historical continuum provides the richest available case records and, more than that, foreshadowings of potential dangers and of possible ameliorations.

Panty raids, I have suggested, constitute a blessing in disguise for deans of students. I believe this to be so because if you will view them as events on the historical continuum of student riots and rebellions you can learn what -- about a hundred years ago -- stopped the gory atrocities of earlier periods, what remedial techniques of the past have relevance today, and what to expect in the future.

I have never investigated student riots and rebellions with any degree of thoroughness, but at least six factors seem to me to have been involved in reducing their number and their seriousness. Administrators initiated three of them, and three emerged from the changing times. The three administrative devices were changing the college calendar so that vacations would come at times of the year during which students had been prone to hell raising (including the Christmas season which did not become a vacation period until about 1850), abandoning dormitories (a solution which led fraternities to change from literary societies meeting once a week to housing units and social clubs), and helping students or organize for self-government.

Meanwhile three powerful social developments in American life at large forced the colleges to change spectacularly against the wishes of the great majority of trustees, presidents, and professors. They were coeducation, organized athletics, and the establishment of curriculums for the training of kinds of students that the historic universities had never before served -- engineers, dentists, farmers, intending scientists, and a growing variety of others including those planning to become businessmen.

Among these three societal influences upon the colleges the third seems to me to have been and still to be the most important for the reason that those preparing for careers as individualistic workers in medicine, law, and in the professions generally do not have to explain to potential

employers their student behavior the way that those going to work for large organizations today must. Thus I have a hunch that deans of students will find that those planning to work for large industrial and governmental units constitute their best resources for maintaining law and order. The hunch of course needs checking; but the enterprise of checking it would, I think, turn up a good many useful facts concerning both the present and the future. In short, I'm proposing that the National Association of Student Personnel Administrators should immediately raise funds to investigate panty raids thoroughly, the investigators to be an educational historian and an educational sociologist. The former would review the past; the latter would explore the present; and both would propose steps to be taken now and also identify some of the possible developments of the future.

Panty raids present deans of students with the challenge of research. Ignore it at your peril because should another serious depression strike, you will not be dealing with coed panties but, instead, with the banners of political agitators from both the left and the right. We had a taste of such agitation during the thirties, but another long depression would probably make those years seem extremely placid. Because today college campuses bring together such a large proportion of the youth of the nation, groups of agitators would descend upon them; and students, believing their prospects to be blighted, would flock to their banners and do their destructive bidding.

This, I say, is a possibility; and, fearing it, I believe fervently that deans of students ought to be preparing for it. How? The only answer that I know is research, research on the historical continuum of student life. By this I mean, may I emphasize again, investigating the present in the light of the past with a view to preparing for the constantly-arriving future.

May I also remark that I have been discussing the raiding of women's campus residences for lingerie only to illustrate the worth of investigating the historical continuum of any of your current problems. The formula can be used in meeting the issues raised by the United States Supreme Court decisions concerning racial segregation, in studying fraternity and sorority trends, in administering admissions and financial aid programs, indeed in every sector of student life. History has shaped the present characteristics of all these areas, and both the past and the present can be assessed to glimpse and

to prepare for the future. I very much hope that in your discussion groups this afternoon you will conclude that such research on at least two or three of your insistent problems should be immediately initiated.

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I have another question to propose for your discussion groups, namely, what can be done to promote a better spirit of cooperation among the various kinds of workers who perform student personnel services in colleges and universities? Specifically I mean what can be done to lessen the antagonism between deans of students as a group and deans of women as a group, to make registrars and directors of health services better coordinated members of the student personnel team, to bring the psychological testers more effectively into camp, to educate the growing number of clinical counselors to the points of view of deans of students and vice versa?

I know that in broaching this complex subject I tread on perilous ground, but an outsider such as I can say things that insiders cannot say but which probably ought to be said. In any case, I have some ideas that I submit for whatever they may be worth.

As I see it, three kinds of people engage in student personnel services professionally: the humanitarians, the administrators, and the scientists, more especially psychologists. The humanitarians came upon the American scene first and continue to be recruited in fairly large numbers. Next came the first wave of administrators, but a second wave which I will be describing directly has been more important. Then came the psychologists -- first the tests and measurement psychologists, then their clinical brothers. These three kinds of personnel people seem to me to have little in common, and hence in my judgment the so-called student personnel movement is not a movement at all but, instead, a collection of independent wheels turning at different rates and often in different directions.

Consider first the humanitarians. Most deans of women, many deans of men, but only a few deans of students belong to their numbers. They are the people who have come into the field primarily because they want to help other people. As students or as faculty members they were appalled by the impersonalism of research-minded professors and the resulting failure of colleges and universities to give students the individual, extra-instructional help so many of them need.

They therefore have become personnel workers because essentially they want to do good in the world especially among college students.

Nothing, in my judgment, contributed more during the nineteenth century to the spiritual growth of Americans than did the humanitarian movement. This seems to me to be true even though such humanists as Irving Babbitt and Norman Foerster look down and, indeed, hold their noses at it. Developing from the Enlightenment and the belief in the inherent goodness of man, the humanitarians opposed the concept of natural depravity.

Thus motivated they set about, early in the 1820's, to remake American life so that human rather than theological and material values would be paramount. Following the thinking of Channing, Parker, Alcott, and Emerson, they scrutinized and attempted to reform every department of social endeavor. Some of them, under the leadership of Garrison and Phillips, attacked slavery. Some went after the liquor traffic and prepared the way first for the temperance movement and then for prohibition. Some deplored the 12-hour working day for women and children and contributed much to the enactment of protective legislation for labor. Others worked for the educational equality of girls and young women, for the education of the blind and the deaf, for prison reform, for humane treatment of the insane, and for a score of other basic reforms in our social institutions.

A good many of them went into schools and colleges, and they had much to do with the development of democratic education. Horace Mann and Henry Barnard are outstanding examples. These two men and many of their contemporaries owed their inspiration to the humanitarian impetus, and their successes were possible chiefly because the humanitarian point of view had come to control the thinking of the majority of thoughtful Americans.

The humanitarians in higher education largely were responsible for the development of coeducation; and when coeducation became a fact in the middle west, women in the humanitarian tradition became preceptresses, dormitory house mothers, and deans of women. They had a great deal to do with the rise of the extra-religious programs of the Y.M.C.A. and the Y.W.C.A. They saw the need of helping students find jobs when they finished their college work, and so they urged administrators to set up placement offices and, later, vocational counseling services. They learned about the need of

mental hygiene, and in large numbers they became lay members of mental hygiene organizations and used their influence to promote mental hygiene among college students. Indeed, in dozens of spots in higher education they sought to counteract the impersonalism which had been produced by intellectualism.

The humanitarians have made and continue to make precious contributions to student personnel work; but they incline as a group, recalling William James' classification, to be tender minded rather than tough-minded. Frequently, therefore, they tend to be sentimentalists in the Deweyan definition of sentimentalism, that is, they often advocate building Utopias without knowing much about architecture and construction engineering. Student personnel services, like all enterprises, need humanitarians -- but not too many of them.

The first wave of student personnel administrators largely came from the rank of the humanitarians, and some of them -- like a famous deceased dean of men of a Middle Western university -- became distorted sentimentalists, that is, individuals who still believe in Utopia but who will use any means, including very reprehensible ones, to bring it into being. Like Communists who are also distorted sentimentalists, they became very dangerous people.

Happily the second wave of administrators includes, I would say, few simon-pure humanitarians. By and large those who have come into the field during the past twenty-five years to administer the huge coordinated programs that have developed have been appointed primarily because of their administrative ability rather than because of any compelling interest in students or in student life. They're primarily executives in charge of large and important operations.

They -- or should I say you because this association has been taken over by the second wave of administrators that I am describing -- come from a wide range of backgrounds. You include among your members people from almost every subject-matter department, some from industry, and some from other administrative units of colleges and universities. You are the top dogs of the enterprise. You deal with presidents and academic deans; you wrangle budgets; you direct the work of staffs that steadily increase in size; but generally you are too busy to talk with students other than the presidents of

student organizations and those in serious trouble with the administration.

Other limitations also plague you. These seem to me to include, first, inadequate knowledge of the backgrounds and trends of American higher education in the broad; second, relative ignorance of the preoccupations and points of view of the specialists who work under your direction; and third, an inclination -- because you have so little time to read -- to solve your problems by rule of thumb rather than by the slower but more effective method of careful study. On this last point let me be specific: Who of you who has experienced a panty raid on your campus has set in motion studies of the phenomenon, studies to which sociologists, psychologists, educational historians, and other experts have been asked to contribute?

I shall return in a few minutes to discuss what might be done to counteract these limitations, but first I must describe the third group of personnel workers that I have cited -- the psychologists.

Even though psychologists often take credit for initiating the student personnel movement, they arrived on the scene last. They did not appear until just after the first World War; but with their tests, their correlations, and their counseling techniques they rapidly took the center of the stage. Tough-minded in sharp contrast to the tender-minded humanitarians and zealously evangelical for their cause in comparison with the relative placidity of the administrators, they have jostled both of their groups of associates into frequent antagonism. Yet they have brought much of incalculable value into student personnel work; and because of the solid facts they have gathered, they have probably had more to do than any other group with giving the program status with administrators, faculty members, students, and the general public. Every time anyone uses a student's I.Q. or intelligence percentile rating in coming to conclusions about him, he salutes the work of the psychologists. Every time an institution modifies its admissions program in the light of studies of the criteria involved, it acknowledges its debt to psychologically initiated concepts. Every time a college or university improves its counseling program, it endorses conclusions reached by psychological investigators.

Since I began in psychology, I am perhaps inclined to

overestimate the significance of what psychologists have done in personnel work, but for a long while I have been more critical than enthusiastic. In particular I am critical of what seems to me to be their excessive concentration upon individual psychology to the neglect of group psychology. Beyond doubt psychologists needed to be engrossed until recently in measuring the capacities of individuals and in amplifying counseling conceptions and procedures. These scientific sectors of the personnel field had to be plowed and cultivated first and, of course, must be kept productive. It seems to me, however, that the time has come when more attention should be given to issues involving group psychology, in brief, to the social psychology and sociology of student life.

I wonder if this categorization of student personnel workers into three groups seems to you to make sense? (Of course, there are people who belong to two groups and even to three.) If it does, then perhaps you will agree that a number of things might be done, first, to help each of them and their sub-groups better to understand one another; second, to supply all workers with information about the historical and current frontiers of their own terrains and of those of the student personnel enterprise in general; and third, to promote more research in problems that urgently need study.

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At least 7,500 people devote all of their working time to student personnel activities, that is, an average of four in each of the 1900 colleges and universities of the country. Probably this is too conservative an estimate, but in any case it must be supplemented by the large number who do part-time counseling. Whether or not they fall into the three categories of humanitarians, administrators, and scientists that I have suggested, certainly they come from a wide variety of backgrounds, have many kinds of training, and a miscellany of points of view. I doubt that anyone believes that they have a recognizable common core of knowledge of, interest in, or commitment to student personnel work. Otherwise and harshly expressed, the field is populated by a motley collection of largely non-professional people, a minority of whom are organized into a number of non-cooperating and, what is worse, non-communicating national associations.

Perhaps at this stage of the student personnel movement, such topsy-turviness is inevitable; and you may even

like it. Someday, however, some of you will conclude that something should be done to pull the sprawl together. Toward that end I have some suggestions.

I begin with two negative proposals. First, it would be folly in my judgment to try to organize a national association seeking the membership of all personnel people in secondary schools, colleges, and universities. An attempt to do this has been made (20 years ago), and it has failed. The interests and loyalties of those in higher education differ so markedly from those in secondary education that all such efforts must inevitably, I believe, fizzle. Second, it would be similarly profitless to propose to existing organizations -- such as the National Association of Deans of Women and the American Association of Collegiate Registrars and Admissions Officers -- that they should go out of business. They would be understandably deaf to the suggestion. They have important functions to perform and will continue to perform them. Yet somehow all student personnel people should be helped to understand their common interests and their common destiny. The question is how.

My proposal is this: that this Association in cooperation with any or all of the other fifteen -- and there are 15 -- in existence which care to join with you undertake the establishment of an agency to serve all higher educational personnel workers who are willing to spend a few dollars each year. For a modest fee the agency could put upon the desk of every subscriber every week a four-page letter-sized communication something like the Kiplinger Letter which probably some of you read. Its essential function would be to keep student personnel people in touch with the major activities and thought of their field. Some of the letters would include only succinct news items (no personals, however); some would report one or two conspicuously important events; some would give brief abstracts of leading articles and addresses; some would be entirely devoted to epitomes of outstanding books, perhaps using a technique that my students and I have developed; and some would review all important research under way and completed.

The agency could also perform a clearing house function to which subscribers could turn for help with their problems. For example, one of my friends struggles at the moment with a serious fraternity mess in his institution. He asked me for help, and happily I was able to give him a file of materials that I have been collecting for many years together with some summary memoranda that I once wrote. The memoranda

are out of date, but he tells me that they have been of great help to him in deciding how to handle his problem.

Another example, one of my graduate students has recently been touring the country gathering data for his doctoral dissertation on a topic that, incidentally, has little relationship to student personnel services. He did, however, need to have a look at a half dozen placement offices; and the director of one of them wrote him a couple of weeks ago asking for information from him about how the others are handling some of their routines. His letter shocked me. Why, I ask myself and ask you, should an important administrative officer in a leading university have to resort to the happenstance information of an itinerant graduate student about what his counterparts in other institutions are doing? Why shouldn't a national clearing house exist to give him the information he needs -- and not only him but other personnel workers including my friend having fraternity trouble.

How would the clearing house be organized? Who would edit the weekly letter? What group would make the agency's policies? How much would the letter and the clearing-house services cost? These, clearly, are basic questions; but they and others like them have, I feel sure, workable answers which would soon emerge should the desire for these services be widespread enough and strong enough. I have thought about them over a long period and would be happy to have an opportunity to submit some ideas to the exploratory committee that I hope you will decide to appoint.

I do not suggest the agency as a panacea, but I have the strong belief that it would constitute a significant beginning toward meeting the three needs that I have cited -- helping all groups of personnel workers in higher education better to understand one another, supplying them with information about the historical and current frontiers of their own terrains and of the enterprise in general, and promoting needed research in presently neglected areas.

One further thought, the policy-making body of the agency could act as a kind of general staff for college and university student personnel work, and in any case its sessions would be a meeting place -- a sort of forum -- for the leaders of the units now organized nationally and participating in promoting the operation. You urgently need such a forum regardless of whether the weekly letter and the clearing house ever become realities.

Half an hour or so ago in my opening paragraph I told of my being appalled at my audacity in agreeing to write this paper. I spent a happy and valuable decade in student personnel work, but I have been out of it for a long, long time. Thus because what I have written may be dated and otherwise inept, perhaps you may be appalled too. If that be so, your discussion groups will properly treat my suggestions with the roughness they deserve. Yet among them I hope you will find one or two that seem to merit at least a little thought.

Thank you. (Prolonged applause)

CHAIRMAN WINBIGLER: Hal, you characterized your paper as heavy when you arose in your introduction, and that I am sure we can accept. But in a loose moment I believe you referred to it as "dull", and with your reputation for fine use of the English language, I think we cannot let you by with that one. The vigor of the applause certainly is an indication that we found this anything but dull. It has been very stimulating, and I am sure that we now have the basis for some equally stimulating discussions.

For the remainder of the day I propose to approach the historical continuum from the remote future of five o'clock, and work backward.

... Announcements ...

CHAIRMAN WINBIGLER: Now for the period between three and four, is Tom Broadbent here, Chairman of the Arrangements for the group discussions? Tom, do you have an announcement?

DEAN TOM BROADBENT (University of California, Riverside): Yes. Thanks, Don. I just want to be sure that you all get back here by five o'clock to see this most remarkable thing happen, if you have not read it already, "the buses will return from the Shopping Center to Hoover Library, at approximately 3:00 p.m. and will continue on foot." (Laughter)

Seriously, there are just one or two changes I should mention. Group 5 will meet in Room 57 in this building, rather than Room 67. Just one or two changes in personnel: Group 2 will be Chaired by Dean Blackburn. Group 3 will be Chaired by Dick Hulet, and the recorder for Group 5 will be Jimmy Allen.

May we ask all of the Recorders please, to submit

your brief summaries not later than tomorrow morning prior to the beginning of the business meeting, in order that we may get them into the hands of the Secretary.

... Further announcements ...

CHAIRMAN WINBIGLER: Anyone else have any announcements? It is three o'clock, straight up. We will adjourn to the discussion meeting.

... The Conference recessed at three o'clock ...

FRIDAY MORNING SESSION

June 22, 1956

The Conference reconvened at nine-fifteen o'clock, Vice President Donald R. Mallett presiding.

CHAIRMAN MALLET: Gentlemen, I think we will get under way here. The beginning announcement, I think, should be that we are committed to be out of this room before twelve o'clock. I trust we can make it before that without too much difficulty. With that in mind, if somebody goes too long, I may suggest you terminate a little earlier than you had anticipated.

The agenda for the morning will be as follows. We will go through the Commission reports, followed by the various committee reports, ending with the report of the Committee on Nominations and Place, and then take up any special business, followed by adjournment.

With this in mind, we will move to Commission I, which is the Commission on Professional Relationships. For that report I will call on Dean B.L. Hyink, who is the chairman, from the University of Southern California.

DEAN B. L. HYINK (Chairman, Professional Relationships, Commission No. I.): Thanks, Don.

Our Committee feels it is rather appropriate that our report almost directly follows the talk as given by Dr. Cowley yesterday at Stanford. Certainly the gist of it, as well as the details, have stimulated and aroused our interest in the professional relationships of our Association.

At our Commission this year, it was composed of Dr. Frank C. Baldwin of Cornell, C. E. Deakins of the Illinois Institute of Technology, Arno J. Haack of Washington University, Clifford Houston of the University of Colorado, Glen T. Nygreen of Kent State University, Robert M. Strozier of the University of Chicago, Vic Trusler of Kansas State Teachers College and H. Donald Winbigler of Stanford University. Cliff Houston and Bob Strozier were unable to be present at our sessions, but we did have some correspondence with them and some response from them with regard to ideas on this report.

We likewise had the valuable assistance of Bill Blaesser, Past President of ACPA, in the composition of this

report, and he consulted with us in our meetings.

The professional relationship of NASPA of necessity is determined by the basic role which NASPA is to play in higher education. Our Commission feels that our purposes as an organization were quite well stated in the report of this Commission in 1951, which read as follows:

"The institutions which are the constituent members of this Association are represented by those who are primarily concerned with the administration of student personnel programs in colleges and universities in the United States. Recognizing that many specialized abilities contribute to meeting student personnel needs, this Association seeks to provide and stimulate leadership for the effective combination and utilization of all of these student personnel resources."

Our change in name from NADAM to NASPA was recognition of our intention to meet the need for an organization primarily dedicated to the problems of administration, leadership development, and coordination of the various student personnel services, which include: admissions and registration, student aid, testing services, student health, counseling services, student housing, student conduct, student activities, and student placement services.

We feel that as an organization and as members we must be educators in the sense that we relate these services to the intellectual development and, yes, to the classroom learning of students in our colleges and universities. Thus we feel it highly important that as an Association we carry on a vigorous program of professional relationships with all national and regional associations in these fields of student personnel services.

You will note, I think, the progress made in this direction in the last few years through the establishment of many committees in NASPA cooperating with such groups as the American Council of Education, the American Institute of Architects, the United States National Students Association, the National Interfraternity Conference, the National Association of Foreign Student Advisers, the Merit Scholarship program initiated this year, the admissions officers and registrars associations.

Our committee feels these relationships should be encouraged and continued. Also we commend the practices of our organizations in inviting representatives of these associations to attend our meetings, and for several of them to

participate directly in our programs, as was true this time, as you know.

We likewise wish at this time to approve the action of our Executive Committee this year in extending invitations to delegates from the Junior Colleges. They attended as our guests and we feel this promoted a very fine relationship with an important segment of the American Educational program.

One of our most important and vital professional relationships of all, we feel, is with the American College Personnel Association. There has been a good deal of speculation and uncertainty and even confusion on the part of many of our members, and many of the members of ACPA as to the inter-relationships of these two student personnel organizations.

Our Commission feels that the role of NASPA is primarily concerned with the development of the administration of student personnel programs; whereas the concern of ACPA appears to us to be much more inclusive, dealing with all phases of student personnel work.

The American College Personnel Association in its present position welcomes all personnel workers into its membership, and devotes a good deal of its attention to counseling and counseling techniques.

Thus we feel that NASPA and ACPA should work together in the development of matters and terms of mutual concern. With NASPA's emphasis upon student personnel administration, and the more generalized program of ACPA, these two groups can well work together in the main purposes and in the advancement of student personnel work in higher education.

We therefore urge and recommend that the Executive Committee of NASPA take immediate steps to set up a functional working relationship with the executive committee of ACPA. A joint meeting of these two groups could result in a further clarification of our professional relationship, which we feel highly important. We hope that after such a meeting, or meetings, that they would make a report to our next national meeting of NASPA.

We further recommend that NASPA through its executive committee and its committee on professional relationships explore ways and means of developing professional relationships with other academic and faculty associations. We have just

recently received an inquiry from the Modern Languages Association of America concerning the possibility of collaboration with NASPA.

There are many faculty and academic associations that should be made aware of our activities and purposes in higher education. At the present time it is our opinion that there is a real and almost critical need for definite and positive action from those of us in student personnel work in the field of higher education.

NASPA, as our national association, should assert its itself now as the established organization in the area of student personnel administration. Let us continue those professional relationships already begun. Let us begin new professional relationships, and let us emphasize and re-enforce our aims and purposes with college and university administrators. We need now to extend the out-reach of NASPA to all groups and to all interested parties in the field of higher education.

That concludes our report, Mr. Chairman. (Applause)
I move that it be accepted.

CHAIRMAN MALLETT: Are there any questions or comments anyone wishes to direct to Bernie, growing out of this report? It has been moved that the report be adopted. Is there a second to the motion?

DEAN SHAFFER: I second the motion.

CHAIRMAN MALLETT: Is there discussion? If not, those in favor signify by saying "aye." Opposed. The motion is adopted.

We come to the report of Commission No. II, on Principles and Professional Ethics. Unfortunately Don Dushane of Oregon, the Chairman, has had to leave early. I will call on Wes Lloyd, a member of the Commission, to make the report of Commission II.

DEAN WESLEY P. LLOYD (Commission II, Principles and Professional Ethics): Chairman Don and Members of the Association: The absence of the chairman of Commission II makes it very likely that we can discontinue this session before twelve, providing all other reports are the same length as this.

Just before Don left, he got in touch with me and

asked if I could present the report. At that point there was only one regular recommendation coming from the Commission, as the Commission had difficulty in getting together.

You will recall at the beginning of our printed program "The Statement of Principles," and it seems very evident that in addition to this Statement of Principles, or some statement of principles being merely listed in our program that it would be a splendid thing to have this re-worked and revised, at least in a minor way, and have it become part of the preamble of our constitution.

Commission II therefore proposes that this be done and revised, that it be presented to the meeting next year and adopted as a preamble to the constitution.

Mr. Chairman, we propose, and I move that this be adopted as a policy or as a decision of this year, that this Statement of Principles be re-worked by the Commission and be made a part of the preamble to the constitution.

DEAN NOWOTNY: I second the motion.

CHAIRMAN MALLETT: It has been moved and seconded that Commission II be delegated to re-write or work over, I guess we had better say, the Statement of Principles so that they will appear in acceptable form for the preamble to the constitution. Is that the gist of it, Wes?

DEAN LLOYD: Yes.

CHAIRMAN MALLETT: Is there discussion on this motion? If not, those in favor signify by saying "aye." Opposed. It is so ordered and the Commission will go to work, I take it, Wes.

DEAN LLOYD: All right.

CHAIRMAN MALLETT: We come now to Commission III, "Development and Training of Student Personnel Administrators." I suspect this is a Commission with which many of us are acquainted, as with any of the Commissions, in terms of their actual work and program. I believe Bob Shaffer has a report to make on Commission III. Bob.

DEAN SHAFFER (Chairman, Development and Training of Student Personnel Administrators, Commission No. III): My

report likewise will be brief. I did want to report briefly on the fact that during the year the committee sponsored a regional seminar at Austin, Texas. Fifty-four deans and related individuals attended from a total of 27 colleges and universities. We lived on a guest ranch out in the middle of nowhere and really had a good time.

The next seminar is scheduled to be held at Purdue University from August 12 to the 18th of this year. Due to the efficient work of first Don Mallett and then O. D. Roberts, we have a great deal of space available and the Harvard staff has given us the go-ahead sign to organize as many sessions as are required. At the present time, with what I have picked up here, I estimate we have about 48 deans coming and only five wives enrolled in the wives' seminar. We would like very much to have at least 80 members of our Association there, which would make two good discussion sections for the professional group, and one wives' discussion group, at which we would hope to have at least 20 to 25.

In talking with you, I found that somehow the channel of communications has stopped sometimes at your president. I have with me, and available to any of you who will see me at the end of the session, a letter announcing the seminar which is going out to your president, and it should be sent down to you.

When you get back, I can write a letter to the president or something, asking why you have not been nominated, and it may help you be nominated.

I also have, and will not read, a complete report on the Texas seminar, mimeographed. Without exception, the reaction to the first regional seminar was most favorable. Knowing the Texans as we got to know them down there, I do not think they would have said it was good if they felt it was not.

The expenses are being held to a minimum, as they were down there and as they will be at the Purdue meeting. We are going to live in the Purdue Union. We are going to eat most of our meals in the Commons. There will be a formal meal, or a served meal each day maybe, but generally we feel that the cost of living, which would be your expense or your institution's expense, during the week would not exceed \$55.00. So \$55.00, plus your travel would be the estimated expenses for the week. As you know, all other expenses are taken care of through the Carnegie grant to NASPA and to Harvard.

Those of you who are alumni of these seminars, I wish you would cooperate with us and explain to the others that this is not an experience to shy away from. I find some people are reluctant to come to them. There are no tests, there are no grades. (Laughter)

CHAIRMAN MALLET: They don't even know how smart you are. (Laughter)

DEAN SHAFFER: They don't even give us any orientation tests. I would say that you have to think, and think plenty. I think it is a rigorous intellectual experience, but it is very enjoyable.

Likewise, I wish you would reassure your wives about this. The second Harvard seminar had a wives' group and I think every wife who participated enjoyed it tremendously. From what I hear, I know in my own case I am still getting reverberations from that in my own home, and I think the others are too. It is worthwhile. So if you can swing it, try to come yourself and bring your wife.

... The following report was not read:

REPORT ON THE FIRST REGIONAL NASPA SEMINAR March 25 to 30, 1956

The first Regional Seminar for Student Personnel Administrators was sponsored by NASPA's Commission III and the Institute for College and University Administrators of the Harvard Graduate School of Business Administration at the Bar-K Guest Ranch near Austin, Texas from March 25 to 30, 1956. Administrative and instructional expenses were financed by a grant from the Carnegie Corporation of New York. Board and room expenses were paid by the institutions which the participants represented.

Forty-four Deans of Students and Deans of Men from six southwestern states, including two Deans of Women, attended the Seminar. A total of 27 colleges and universities was represented.

The educational backgrounds of the participants included four who had the A. B. degree only, 18 who had the M.A. degree only and 12 who had the Ph.D. degree. Their experience in Student Personnel work was distributed as follows: Five years, 9 persons; ten years, 14 persons, fifteen years, 5 persons; twenty years, 3 persons; twenty-five years, 2 persons.

The basic method used in conducting the seminar was the case study. The instructor guided the participants in the analysis of each case relying for the most part upon them to provide their own instruction. The approach to each case consisted of fact finding, role identification in analyzing the facts and assumptions involved, defining issues, determining the causes and effects of various factors related to the problems, sharing of views and experiences of the participants, and finally the arrival at alternative courses of action and conclusions. The cases generally were studied individually each evening, discussed in small groups of five or six persons in the early part of the morning and finally were analyzed and discussed by the entire group in its group session.

The staff members were carefully selected because of their skill in this type of instruction and used a wide variety of techniques to stimulate participants in their study and discussion of the case.

A variety of cases were studied, ranging from individual problems to staff and college organizational problems. There were two cases dealing with problems of the future and one in particular dealing with the problem of meeting the demand for increased enrollments in the near future.

On two evenings the group had the opportunity to hear inspirational talks given by Dr. Robert L. Sutherland, Director of the Hogg Foundation of The University of Texas, and President Willis M. Tate of Southern Methodist University.

The informality of the Bar-K Ranch contributed a great deal to the success of the seminar. Participants lived four to a cabin in small cabins and had unusual opportunity for informal discussion groups, friendly conversations and continuous intermingling.

Perhaps the value and nature of the seminar can best be verbalized by the following quotations from reports of the participants to the Chairman of Commission III upon their experience in the seminar:

"It was a period of intake and rejuvenation which all college administrators need desperately, but for which the demands of the office day rarely leave time."

"I thought that perhaps when I returned and became involved in the daily activity, our conference would merely

become a pleasant memory; however, I frequently find myself thinking, after having taken some action, 'I acted that way because of the conference.'"

"It is my sincere belief that the benefits from this conference are not something I enjoyed momentarily but rather the real benefits are the changing attitudes which I find I am accepting."

"Most important of all was the reaction which the workshop received from the 34 college student personnel men participating. It completely absorbed their time and attention and the result was a climate in which fundamental concepts in college student personnel administration were clearly established. It is my sincere opinion that not a single man there, and this would include those in charge of the program as well, failed to gain a clear insight into the technique of attacking college problems in our area."

"Above all, I feel more concerned (and convinced) of the personal opportunity I have as a college faculty member to be a part of significant issues. So often I'm afraid we get bogged down in day-to-day routine and lose sight of our larger tasks of educational leadership. That was the greatest challenge of the seminar to me."

"I cannot recommend this conference too highly; it is the type of a stimulus we Deans need to prevent our getting into a rut of following a routine system of supervising our individual school problems."

"The attitudes, atmosphere, and philosophies developed and expressed in our discussion groups and in our small group meetings and in our various cabins have been a source of considerable encouragement to me."

"I do believe that any Dean will be a better Dean for having attended such a meeting."

"I believe I can truthfully say that the week was worth much more than the time, effort, and money spent. It was a grand refresher course. I feel it was worth far more to me than a semester of school work."

"I cannot close without paying special tribute and suggesting proper recognition for the entire staff. Their

keen personal interest shown in our problems and NASPA, I feel, contributed immeasurably to their superior job of leading and directing our thinking in our discussions. They also did not feel that their work was finished when the group adjourned."

"My participation in this seminar was, without a doubt, the greatest and most stimulating experience I have had during my 11 years in college student personnel administration."

"Many factors contributed greatly to the outstanding success of this seminar. Prior planning and superior. The schedule made time available for individual discussion and discussion groups, re-reading of cases, study and fellowship. Scheduled discussions by assigned sections did not correspond to housing assignments. The informal atmosphere that prevailed and the physical facilities available contributed immeasurably to the success of the first regional seminar of this type."

"1. We were caused to see the college as a whole and the close-knit dynamic inter-relationships between each subdivision of a college.

"2. We were forced into a kind of self-criticism and evaluation of ourselves in our positions.

"3. I am sure that this soul-searching experience will cause each of us to determine to do his job better or to play his role more effectively in his local situation."

It was the general consensus of the staff which conducted the seminar and the participants as indicated above that it was unusually successful and worthy indeed of support by the Association. Every effort will be made to conduct the succeeding seminars on an equally high plane. ...

That concludes my report.

CHAIRMAN MALLET: Thank you, Bob. (Applause) I do not know whether we need a motion to adopt your report. I would like to suggest that the Secretary and the President, in going over the minutes seriously consider the inclusion of this subversive action that you suggested. At least that word. I do not like this idea of the administrator in the household being included in the minutes. (Laughter)

PRESIDENT HOCUTT: Don, the Executive Committee plans to distribute via the "Breeze", as an appendix to the "Breeze" a copy of the report that we must make this summer to the Carnegie Corporation on the status of these seminars to date.

So that material should be reaching the membership at a fairly early date.

CHAIRMAN MALLETT: Fine. That will include the text of the report of the Seminar?

PRESIDENT HOCUTT: Yes.

CHAIRMAN MALLETT: So that will get to them whether they pick it up now or get it later.

PRESIDENT HOCUTT: Apropos of Bob's mention of the wives' seminar, we might also tell those of this group who have not heard about it, of the classic solution proposed by one wife to a problem. She said simply, "Why I wouldn't touch that with a ten foot pole." (Laughter)

CHAIRMAN MALLETT: I heard some other solutions I do not want to go into. (Laughter)

Is there any discussion or any question any of you would like to ask Bob, or John?

DEAN FOGDALL: Are there plans for any other seminars? I am thinking of the West Coast, for instance.

DEAN SHAFFER: I am sorry I did not bring that up. Pending approval of the new Commission III, plans are being made for two more regional seminars in 1957, one on the West Coast in the spring of '57, to be decided upon by, I presume, the West Coast experts as to weather and climate and area; and then one probably in the southeast in the summer of '57. It will follow the same pattern, and the exact dates will be announced probably early in September, so it can get in the schedule.

I should have said also, the speakers at the Texas Seminar were Dr. Robert L. Sutherland, Director of the Hogg Foundation of the University of Texas, and President Willis Tate of Southern Methodist University.

The scheduled speakers for the Purdue Seminar are Dr. Alfred Kinsey, of great sex fame, and Dr. Byron Trippett, President of Wabash College, and we presume we will have two guest speakers at each of the other regional seminars.

DEAN BEATY: There may be some confusion in the

minds of some people about the regional seminars. Do you make an invitation to every member in the Association?

DEAN SHAFFER: What we have done is that we restrict it to the region so they have their chance first at the places, then it seems, particularly in the summer where vacations might make it possible for some people to come who could not come otherwise, we are opening it up to everyone, because due to Don's and O.D.'s work we have almost unlimited housing facilities. It is not quite that, but we can take many more people. The regional idea would enter in if there are a limited number of places, then we would restrict it to the states being served in that immediate region, yes.

The dates are August 12 to 16. It is during the national Republican convention. That is the only conflict I know of. (Laughter)

CHAIRMAN MALIETT: Any other questions or comments for Commission III? Thank you very much, Bob.

I have in my notes that Commission IV has no report to make at this time. If I am in error, will some member of Commission IV step forward. That is correct -- at least I see one head shaking back there.

I have no information on Commission V. Is there a report from Commission V? We will move on, assuming Commission V has no report to make at this time.

My notes indicate that there is no report to be made from Commission VI, which brings us up to Commission VII. "Mac," do you have a report to make? I will introduce you to Dean James C. McLeod, Chairman of Commission VII, the Commission on "The Place of Organized Religious Activities in Student Personnel Services," who comes from Northwestern University. "Mac," it is yours.

DEAN JAMES C. McLEOD (Chairman, Commission VII): Commission VII, the newest appointed Commission, met briefly in view of the fact that there were but four members of the Commission present at this Conference. There has been little correspondence between the recently appointed Chairman and the members of the Commission.

However, we would formally request that the name be changed slightly to "The Place of Organized Religious Programs in Student Personnel Services," since since it is possible to

have religion without activity. (Laughter)

CHAIRMAN MALLETT: The converse is also true.

DEAN McLEOD: Yes.

It is planned that Commission VII shall meet prior to next year's meeting, after at least one meeting of the total troupe probably in the eastern part of the country, and circulation of a very brief questionnaire to the members.

It is suggested that the President or his designated representative from the National Association of College and University Chaplains be invited as a fraternal delegate to our next Conference.

There is such a great variety of religious programs existing in the programs, as varied as the types of institutions, with state, tax-supported, also privately endowed schools and church-related, and privately supported institutions, that trying to find a common denominator for a way of relating these to the total student personnel services would present quite a problem.

The first year, of necessity, will be one of surveying and evaluation. In many institutions, however, at the present time the administratively appointed Chaplain is a member of the Dean of Students' staff, or that person is directly responsible to him.

It is our hope that we can find ways and means of relating this important phase of our total personnel program to the total program on the campus. Thank you.

CHAIRMAN MALLETT: Thank you, Mac." (Applause) Any questions or observations anyone would like to direct to Mac? Here is a question.

DEAN GUY T. McBRIDE, JR. (Rice Institute): I would like to ask Dean McLeod if it would be worthwhile at this time to consider a part of our program on coming Conferences being devoted to this subject? I think most of us would welcome such a program.

CHAIRMAN MALLETT: Do you care to comment on that?

DEAN McLEOD: I would see real value in that, and I

hope we would make such a recommendation to the program committee for next year.

DEAN NOWOTNY: I second the motion. Was that a motion?

CHAIRMAN MALLET: I think, if I may, Shorty -- I think we can request that the program committee consider that in all seriousness, or that the executive committee and the program committee consider that in all seriousness in making up next year's program. I do not believe we need a motion, John.

DEAN MC BRIDE: I think the Commission should have something to say on that. They might not be ready to implement that.

CHAIRMAN MALLET: I think the Executive Committee would ask the Commission for advice on the thing as they go along. If that is satisfactory with you, I will leave it that way. I am not trying to by-pass it at all.

DEAN McBRIDE: Not at all. I was merely trying to make a suggestion.

CHAIRMAN MALLET: Any other comments on the report of Commission VII?

I have no information. Do any of the Convention Committees have any reports, comments, announcements, etc., that they would like to make at this time?

PRESIDENT HOCUTT: I wonder if we could get a final statement about attendance. Is there anyone present who could give us that information.

CHAIRMAN MALLET: Is there a record on the registration figures?

PRESIDENT HOCUTT: The last word I had there was approximately 200 registrants, exclusive of wives and children. I just thought it might be of interest.

CHAIRMAN MALLET: We will try to get that information later in the day.

... Announcements ...

CHAIRMAN MALLET: We will move on to the continuing committee reports. The first committee that I will ask to report is the Committee on Training of Residence Hall Administrators. I believe Director N. Ray Hawk has a report to make on this particular committee. Ray.

DIRECTOR N. RAY HAWK (University of Oregon; Committee on Training Residence Hall Administrators): Thank you, Chairman Don. I too was victimized on falling heir to a report to be made at the last minute because our fine chairman was unable to attend the Conference.

I would like to introduce this as a topic to you, by reading a paragraph of the summary sheet that he sent around to the committee members:

"In the proceedings of the 1955 NASPA meeting, page 182-183-184, there is given a statement of the problem as it was visualized then. For your information, I shall summarize briefly the gist of the ideas expressed there.

"It was said that there are many people trained in counseling, but very few qualified individuals are available for increasing numbers of jobs as resident hall administrators. There is great demand for people who are trained in administrative as well as counseling techniques.

"The committee on Residence Hall Administration recommended that the following things be done:

"1. Establish graduate programs in dormitory administration and operation in institutions which can provide facilities.

"2. Enlarge the training for counselors to include dormitory administration."

During the year our President appointed the following members to the committee: Dean Axtman of St. John's University, Dean Cox from Duke University, Clifford Houston of Colorado as Chairman, Tom King from Michigan State, Dean Oglesby of Florida State University, Dean Siffert of the University of Illinois and Dean Simes of Pennsylvania State University.

During the spring we all, through correspondence, contributed to our Chairman basic information which we thought

might be helpful in making a report at this time. One of the questions which he had asked, and we supplied the information, would be on institutions throughout this land that we felt had strong programs in these areas, and then of course to find out which of these institutions might be willing to enter into a program of this type.

This morning, at a breakfast meeting -- and a rather bobtailed committee membership it was, because many of our members were not present at this Conference -- we discussed many things. Among them I think we made the following conclusions:

1. That residence hall administrator is essentially a stepping-stone job, and therefore we would urge that training be not too restrictive, because we feel that people going into residence hall administration are probably setting their sights on deanships eventually.

2. We felt there were a lot of things that members of this group might like to know. At least there were many things we would like to know, and among them we thought we would like to know of institutions, and particularly of these institutions that were singled out as having fine programs in this area, what type of staffing these institutions have. By that we would include salaries as well as the ratio of numbers of staff to the personnel that they may be working with.

We would like to know line and staff relationships. This can be, and is on many campuses, a very tenuous problem between the personnel and the management side of the operation. We would like to know what those relationships are. Are these people essentially under dormitory directors, comptrollers, or are they under the personnel deans' supervision, or on his budget? We feel this is an area that needs further delineation.

We would like to know, if we were to have a recommended course program for these young residence hall administrators to take, what courses are being offered in these institutions that now sponsor such work. Are they taking degrees in education? Are they essentially psychologists, or are they sociologists? Do they come under the advisorship of the Dean of Students, and get the sanction of the graduate school?

There are many, many questions that need to be asked in this area, and we thought it might be wise to include in our circularization of these schools questions of this sort.

Also, if the institutions might have specialized course offerings that they might recommend or consider to be paramount in the training of young residence hall administrators.

We would like to know if there are selection techniques in the people that they want to go into residence hall administration, and if so what they are.

We would like to know what their in-service training might include, how extensive it is, what type of evaluation might be offered in this program.

As you can see, our small committee felt this was a very complex problem. We also feel that it is a problem worthy of consideration of this body, and we therefore would recommend that this committee become a continuing committee, and that the base be broadened to include the areas that I have previously listed. I would like to so move.

DEAN BALDWIN: I second the motion.

CHAIRMAN MALLETT: You have heard the motion and it has been seconded. Is there any discussion or are there any questions that you would like to direct to Ray or to members of the committee? If not, I will call for the question. Those in favor of the recommendations set forth by the committee signify by saying "aye." Opposed. It is carried and so ordered.

I have no information as to whether or not there is a report from the Committee on Memberships of Liberal Arts Colleges. Is there a report to be made from that group? We will assume there is not.

You may be interested to know that we have just gotten a figure from the registration desk. Our President was more than a little accurate. There are 201 deans registered. He said approximately 200, I believe. That is as of what? Six minutes ago?

PRESIDENT HOCUTT: Right.

CHAIRMAN MALLETT: Which is fairly recent.

Moving on to the next committee report, the Committee

to work with the American Institute of Architects, on housing for single and married students, and I believe Ted Baldwin, the chairman of that Committee, has a report to make. Tec.

DEAN FRANK C. BALDWIN (Chairman, Committee to Work with the A.I.A., Housing for Single and Married Students): Mr. Chairman and Gentlemen: The Committee has been at work on this for the last two years. I will bring you up to date.

Some of you have seen this booklet "College Residence Halls," which was published back in 1948. I happen to be involved in this because we were carrying on a study in anticipation of dormitories which were to be built, and I sent out a questionnaire to many of you men, and as a punishment for having done so I was made chairman of this committee. (Laughter)

We finally gave a report to Mr. Walter Taylor, who is the man in charge of the College Residence Halls booklet. This is now very much out of date. We received a letter last spring in which it mentioned something to the effect that current trends in the mode of college housing have made revision of this publication desirable in order that it may provide up-to-date and useful source material in planning for new and expanded residence halls, and married student housing.

On the strength of this suggestion from them that it be revised, they, with the help of many of you, made a questionnaire which was written in July 22, 1955, which is this one here, which was sent out to many of you and was sent out to members of the committee.

I visited in Washington, D. C., in August of that year and talked with Walter Taylor and with his new assistant, Byron C. Bloomfield, and having gone over this, we decided this was no questionnaire for anybody to fill out. So we spent some time, an hour or two, going over it, and finally they came out with this questionnaire, which I am sure most of you have received by this time. This was sent out to various organizations -- three in fact, our own organization, the Deans of Women, and to the Association of College and University Housing Officers.

Many of those questionnaires have been returned, and this spring in May I visited Washington again on a trip that I was on there, and I talked again with Byron Bloomfield, to find out what the returns were on the questionnaires, and how they were being organized.

He showed me a large pile that had come in, and they are now in the process of organizing this material and will publish it in succeeding Journals of the American Institute of Architects, called the Bulletin. They will first start publishing that in about November of this year, and possibly run it over into the December issue. After that is published, they will put it together in the form of a pamphlet and that will be available. So we expect there will be a revision, and another pamphlet similar to this one available to all of you who are interested in new housing, to bring you up to date as to space required, suggestions for social areas, and all allied subjects, and that will be available probably January or February of 1957.

We have had a meeting here and have discussed the booklet, and further cooperation with this committee and with Mr. Walter Taylor, and had the pleasure of having visit with us in the committee meeting Mrs. Ruth Donley, who is on the staff here at Berkeley. She is the Secretary-Treasurer of the Association of College and University Housing Officers.

In discussing it with her, and with other members of the committee, we thought that it might be much more valuable for that organization to take over this general idea, because they are experts in the field, and we can cooperate with them, but if there are any questionnaires sent out in the future, they are the ones to compile the information.

They have sent out information to all of their housing officers throughout the country and have come back with a lot of statistics which they publish in here, married student and faculty housing, and a lot of information on enrollments, proposed enrollments, and what they are doing about them. So if you have a representative on your campus of that organization, they are the ones with whom you should talk to get first-hand information on developments in housing because, as I mentioned, we do not want to duplicate effort, and our committee obviously would be doing so if we were to send out any questionnaires ourselves.

So we have cooperated with this American Institute of Architects, along with the Deans of Women organizations, and along with this Association on College and University Housing.

They were not particularly pleased, you will be interested to know, with the form that this questionnaire took,

so they have sent out their own questionnaire, and when they have compiled their information, they are to submit it to the architects and say, "This is what we have found out, and we think you will be interested in it. You may use it as you want. But we think it will probably be a little more valuable to those of us in the housing field if this is the information which is published rather than the answers to the questions that you have asked in your questionnaire."

So it has been a little bit touchy from that point of view, but on the other hand we think it will make a good contribution to those of you who are interested in getting further information on housing, both married and single housing, generally. So you may look for the availability of this publication sometime, as I say, in probably January or February, 1957. We will let you know how you may get a copy, what the price will be, and just what the general setup of the report will be when it is finally submitted.

I submit that report, Mr. Chairman. If there are any questions, I will be happy to answer them if I can.

You will be interested to know that I am still getting about one or two letters a month that come and ask me for this pamphlet. This is the last one that I have been able to find, and quite often somebody sends me a dollar. I could have really made quite a bit of money if I pocketed all the dollars I had. There are no more of these available. As a matter of fact, they are out of date now. So do not write to me and ask me for one of these because we do not have any more, but the others will be available later on.

CHAIRMAN MALLET: Thank you, Ted. I believe there were no recommendations or motions in your report?

DEAN BALDWIN: No. Except I do not know whether you want to continue the Committee or not. I suppose technically you should.

CHAIRMAN MALLET: That is a problem for the Executive Committee. I believe that is the procedure. Thanks very much.

I have some additional registration figures now. Not only do we have 201 official delegates, or deans, we have 83 wives registered and 43 children, making a total of 327 individuals connected with the Conference.

Moving on, I have no information as to whether the Committee to Work in Cooperation with the American Council on education has a report. Does that committee have any report they wish to make?

If not, we will move on to the Joint Committee on Student Discipline, Principles and Procedures, working in cooperation with the National Association of Deans of Women. What is the new name of that organization?

PRESIDENT HOCUTT: It is the National Association of Women, Deans and Counselors.

CHAIRMAN MALLET: National Association of Women Deans and Counselors. All right. The Joint Committee on Student Discipline, Principles and Procedures, Bill Guthrie, the chairman of this committee, had to leave, and I believe Father Joseph Rock has a report to make.

DIRECTOR JOSEPH A. ROCK, S.J. (Joint Committee on Student Discipline, Principles and Procedures): Thank you, Don. A significant effort of separate committees and a Joint Committee representing four national organizations, the American Association of Collegiate Registrars and Admissions officers, the American College Personnel Association, National Association of Deans of Women, and the NASPA group, was reported at the 1953 meetings of these four groups.

The first report was entitled "A Guide to Good Practice in the Recording and Reporting of Student Disciplinary Records." It was an attempt to bring up-to-date and, to some extent, to standardize reporting and recording procedures. Following its adoption the report was published in the respective journals or proceedings of the national organizations participating in that project.

As an outcome of this first report, a further study on principles and procedures for the handling of student disciplinary cases was undertaken by the ACPA, the National Association of Deans of Women, and the National Association of Student Personnel Administrators. This second project was started in the early months of 1954.

A final forum of the joint committee's report was presented at the Purdue NASPA Conference last April. The 1955 Proceedings carried the full text of the statement on student

discipline, principles and procedures, and a transmittal dated April 3, 1955, addressed to the officers and members of the Executive and Special Committees of the three national organizations involved. The Proceedings also included, as a supplement to this report the 1953 Guide to Reporting and Recording which was already accepted.

It was proposed at the time, when this final form was presented, that the Executive Committees of the three organizations involved review it and if they found it satisfactory that they incorporate it in the publications, journals, or proceedings of each group. Both items, the '53 report and the '55 report, were to be taken together in this publication.

This year the committee is pleased to report now that the American College Personnel Association has accepted the 1955 report, and has published the full text of both reports of '55 and '53 in the publication "Personnel-O-Gram," pages 1 to 7, in their issue of December 1955.

Similarly, the National Association of Deans of Women, through its executive board, has approved the joint committee report, and this Association currently plans to duplicate the report in full and to include it in its next general mailing to the membership of the Deans of Women Association.

Since the report was made a year ago to NASPA and since publication of the full report followed in the '55 proceedings of the Purdue meeting, and because favorable action on the report has been taken by the other participating organizations, the Committee now recommends that the Executive Committee of NASPA and its membership approve the 1955 report and that both the '53 and '55 reports be included in the proceedings of this Conference.

The Committee further recommends that the Executive Committee consider the possibility of printing these two reports in pamphlet form, or securing publication in some other way, to give wider circulation to the reports of the Joint Committees of these national organizations.

As reported last year, the Joint Committee found other topics worthy of further study, such as the role and responsibility of students in handling student disciplinary cases. Secondly, special problems of the discipline of groups as opposed to the discipline handling of individuals. Thirdly, the ethical and legal problems faced by disciplinary officers and committees on the American campus.

It is proposed herewith that the Executive Committee continue the NASPA Committee on Student Discipline another year, either for the purpose of planning one program feature for the 1957 Conference, or to undertake another phase of the joint study of problems in the Student Disciplinary field, or for both purposes. If for the joint study purpose, an approach should be made to both ACPA and NADW for their concurrence and for the appointment of their committees.

Respectfully submitted, William A. Guthrie, Ohio State, Carl W. Knox, Miami University; Joseph A. Rock, Georgetown University.

I might add that in the planning of that report there were two other members involved Lysle Graft of Kentucky, and Maurice Helser, both of whom have passed to the Reward since the final form was presented at Purdue a year ago.

CHAIRMAN MALLETT: Thank you, Joe. Would you make a motion to accept the report as presented, since I think there were some recommendations in there?

DIRECTOR ROCK: I so move.

CHAIRMAN MALLETT: Is there a second to that motion?

DEAN WILLIAMSON: I second the motion.

CHAIRMAN MALLETT: Any discussion or questions on the motion and report as Father Joe has presented them?

DEAN BALDWIN: It might be interesting to know, will there be a bibliography attached to that report?

DIRECTOR ROCK: The bibliography was supposed to be issued in the past year.

DEAN BALDWIN: The reason I asked, I just want to say, there is a Doctor's thesis being prepared at the present time by one of our graduate students that could be added to that. This chap was traveling around the colleges and got the disciplinary setup of both the student and the faculty.

DIRECTOR ROCK: We will pass that on to Bill Guthrie who has been handling that phase of it.

CHAIRMAN MALLET: Thank you. Any other questions or comments? If not I will call for the question. Those in favor signify by saying "aye." Opposed. It is carried.

Once again I have no information as to whether the liaison Committee with NCCFS.

DEAN BISHOP: Don, the chairman of the NCCFS had to leave, and he asked me to give the report.

CHAIRMAN MALLET: Will you do so, and tell me what NCCFS stands for. This is Dean Bob Bishop of Cincinnati, a member of the committee.

DEAN ROBERT W. BISHOP (University of Cincinnati; Committee on National Conference on College Fraternities and Societies): The annual meeting of the National Conference on College Fraternities and Societies --

CHAIRMAN MALLET: Thank you. (Laughter)

DEAN BISHOP: -- was held in Cincinnati, Ohio May 11-13, 1956, with good attendance. Representing NASPA were Dean Robert W. Bishop, University of Cincinnati, Dean Robert S. Hopkins, University of Massachusetts, and Dean William A. Medesy University of New Hampshire. The latter served as President of NCCFS for 1955-56. Other members of NASPA attending the meeting included Dean Fred H. Turner and Dean Carl Knox. Dean Hopkins was elected President of NCCFS for the 1956-57 term, and Dean Martha Peterson of the University of Kansas, and more recently appointed as Dean of Women at the University of Wisconsin, will serve as Vice President. Deans Turner and Bishop made reports of NASPA to the conference.

The NCCFS is comprised of three official representatives from each of the following organizations:

1. National Interfraternity Conference
2. National Panhellenic Conference
3. Professional Interfraternity Conference
4. Professional Panhellenic Conference.
5. Association of College Honor Societies
6. National Association of Deans and Counselors of Women
7. National Association of Student Personnel Administrators.

The main purpose of NCCFS is to serve as a clearing house for all Greek Letter organizations in the United States

and Canada. In 1954 and again in 1956 NCCFS distributed booklets to all institutions on the mailing list of the Interfraternity Research and Advisory Conference.

At the Cincinnati meeting the following topics were discussed:

1. The Effect of Increasing Enrollments on Fraternal organizations.
2. How can we make scholarship more challenging?
3. What makes a fraternity or sorority a good organization?
4. How can we better coordinate the attainment of objectives common to member conferences?

The 1956 meeting of the NCCFS realizes the great value of the benefits received by those individuals who participated in the Cincinnati sessions. In order better to get the fruits of this Conference back to our members, a journalistic report of the meeting should be prepared in the very near future, and the NCCFS believes that we ought to disseminate the results of the conferences to all of our members, all of the members of NASPA. A report is being prepared and should be in the hands of the members of NASPA soon. It is hoped that the report will be widely circulated and published in the magazines of the constituent fraternity and member societies.

There are a great many resolutions and some discussion of them presented in this report which has been prepared, but in the interests of saving time, Mr. Chairman, if it is agreeable, I will simply attach this discussion to this brief report I have made here on behalf of Dean Medesy.

... The following report was not read:

REPORT OF THE RESOLUTIONS COMMITTEE TO THE 1956 MEETING OF THE NCCFS

The 1956 sessions of the NCCFS were characterized by grave concern with the problems that will be faced by fraternity and other collegiate groups as a result of the impending tidal wave of students that seems destined to engulf our campuses. The following conclusions were reached as a result of the discussions of these problems:

1. The Conference believes that there should be made continued and more comprehensive studies of the probable numbers of students that are likely to be enrolled on the respective campuses that are of concern to the constituent Conferences of the NCCFS. IRAC should keep the Conferences informed concerning those research projects undertaken by the various state organizations of educational institutions.

2. The constituent Conferences should be urged to continue and expand their studies of the implications to their members of the increased enrollment of college and university students. In such studies more factual consideration should be given to the probable effects of these higher enrollments on the normal operation of the respective fraternities and societies.

3. It is recommended that more consideration be given to the installation of additional chapters of existing fraternities and possibly of the organization of entirely new fraternities. The following resolution is proposed:

"The NCCFS recommends that the fraternity Conferences consider establishing programs designed better to serve the needs of present and future local fraternities. Such programs should provide these local groups with counsel, as may be appropriate, on organizational procedures, tax matters, housing, financial problems, extension, scholarship, rushing, pledge training, and social development. This help should be given as moves to strengthen all elements of the Greek-letter fraternity system."

4. The NCCFS does not believe that enormous expansion in the size of fraternity chapters is a solution to the problem of increased enrollments.

5. The NCCFS believes that one answer to the question, "How can we make scholarship more challenging?" may be found mainly in the installation of a spirit in the pride of learning through greatly improved and specifically designed pledge-training programs. As a specific step toward this objective the Conference recommends that NASPA and the NADCW promote further research in techniques for the handling of pledge groups in a manner designed to achieve higher fraternity scholarship.

6. As aides toward the elimination of confusion with

regard to the difference between Public Relations as opposed to mere Publicity in connection with Greek Weeks, the NCCFS recommends to IRAC and the member Conferences that the purposes and objectives of Greek Week be redefined. The revised statement of these objectives should be distributed to all campus IFC's and NPC's. In particular the Fraternity Work Shop idea should be incorporated into Greek Week, with less emphasis being placed on social activities. Constructive Greek Week programs should be better publicized through the Conference publications that go to all local councils.

7. The Conference wishes to go on record as expressing its belief in the worth of these annual meetings and desiring their continuance. For the next meeting the officers of the Conference are requested to have prepared a report on an evaluation of the purposes and objectives of the NCCFS in terms of its record of service to the member organizations.

Respectfully submitted,
William A. Medesy, Chairman
NASPA Liaison Committee with NCCFS.

...

CHAIRMAN MALLETT: Thank you, Bob. Thank you very much for that report. Are there any questions or observations anyone wishes to direct to the committee? If not, we will move on to the Committee on Resolutions. I believe Dean Geary Eppley, Chairman of that Committee, has a report to make. Geary, will you take over.

DEAN GEARY EPPLEY (Chairman, Committee on Resolutions): I figured that the best way for the Resolutions Committee to work was instead of the chairman doing all of the work, let the members do the work, and so we divided up our task into three sections. First I want to call on Dean McBride of Rice Institute to present the resolution concerning those who have passed on.

DEAN GUY T. McBRIDE (Rice Institute): Gentlemen, Resolution No. 1:

"Inasmuch as: Mr. Robert Ballantyne, University of Iowa; Director Lysle Croft, University of Kentucky; Director Maurice D. Helser, Iowa State College; Dean Donald C. Kerr, Cornell University; Dean Thomas Parkinson, Berea College; Provost Waldo Shumway, Stevens Institute of Technology; and Dean Henry Werner, University of Kansas, each a representative

of a member institution of this Association have, since the previous Conference of this Association, passed on to the life eternal from whence none return, and

Inasmuch as we of the living have enjoyed with them the comradeship of service to the Association and through it to the young people of this land, therefore be it

RESOLVED: That we, representing the member institutions of the National Association of Student Personnel Administrators, take cognizance of their passing by standing for a minute of recollection of our fellowship with them and of silent prayer of Godspeed.

Mr. Chairman, I move the immediate adoption of this resolution.

CHAIRMAN MALLETT: Gentlemen, may I suggest that we stand.

... The assembly arose and stood in silent tribute ...

DEAN EPPLEY: The next resolution has to do with those members who have been associated with us and are now retired. Dean Hendrix of the University of Miami prepared these. Is he here to present them? He is doing a little business out in the lobby, so I will read it.

Resolution No. 2

Whereas, information has been received that Dean E. F. Bosworth, Oberlin College, Dean R. Malcolm Guess, University of Mississippi, Dean Everette Hunt, Swarthmore College, Dean R. L. Shoemaker, Indiana University, have retired, or are retiring this year, and

Whereas, these members have rendered distinguished service over many years to our profession and to the National Association of Student Personnel Administrators, be it

RESOLVED: That the Association express its appreciation to each of them for the years of comradeship we have enjoyed and its hope that they will join with us in our meetings and activities as in the years of their active membership.

DEAN NOWOTNY: I move this resolution be adopted.

DEAN HAROLD M. BITNER (University of Hawaii): I second the motion.

CHAIRMAN MALLETT: Any discussion? If not, those in favor signify by saying "aye." Opposed. It is carried. Proceed.

DEAN EPPLEY: The next resolutions are those of appreciation, and I would like to ask Dean Peters of the University of Pennsylvania to present them.

DEAN GEORGE B. PETERS (University of Pennsylvania):

Resolution No. 3

RESOLVED: That the Association express formally its appreciation for the faithful work of the officers, the Executive Committee, the staff of the Association, which has resulted in a satisfying and inspiring meeting.

Resolution No. 4

RESOLVED: That the Association express its sincere appreciation of the friendly welcome of Chancellor Kerr, the generous hospitality and services provided by Dean Stone and Dean Winbigler, their staffs and associates, as hosts of this Conference. The Association would further recognize the splendid entertainment provided by the students of the University of California at our evening meetings.

Resolution No. 5

RESOLVED: That the Association express its thanks to the following guest speakers at the Conference and that the President be requested to transmit in writing this expression: Chancellor Clark Kerr, Professor John G. Darley, Provost Gordon S. Watkins, Professor W. H. Cowley, and Professor Austin H. McCormick.

Resolution No. 6

RESOLVED: That the Association express its thanks to the Committee on Conference Arrangements and all other committees which contributed to the excellent planning for this Conference.

Mr. Chairman, do you want me to go through the balance of these?

CHAIRMAN MALLETT: No, stop at that point. Would you like to move their adoption?

DEAN EPPLEY: I move their adoption, Mr. Chairman.

CHAIRMAN MALLETT: Is there a second?

DEAN NOWOTNY: I would like to offer an amendment to Resolution No. 5, that mentioned Dean Stone. Would you object to adding "Dean and Mrs. Stone," and "Dean and Mrs. Winbigler." They have knocked themselves out for these kids and wives.

CHAIRMAN MALLETT: May I take the amendment by consent? [Cries of "Yes."] I would like to suggest that we stand to show our appreciation to Dean Stone and Dean Winbigler and their wives.

... The assembly arose and there was prolonged applause ...

CHAIRMAN MALLETT: We will record the resolutions as adopted.

DEAN EPPLEY: Resolution No. 7:

RESOLVED: That the absence, due to illness in his family, of our congenial and efficient Secretary, Fred H. Turner, has been keenly felt through the days of the Conference by all members of the Association present.

It is just an acknowledgment of that.

CHAIRMAN MALLETT: I think we might just stop there, Geary. Ted, didn't you say you talked to Fred this morning and that the situation at home is about the same; and that he wished us the best of luck as we finished up the Conference?

DEAN BALDWIN: Yes, that is correct.

DEAN EPPLEY: I move the adoption of this resolution.

DEAN BALDWIN: I second the motion.

CHAIRMAN MALLET: You have heard the motion. Is there any discussion? If not, those in favor signify by saying "aye." Opposed. It is adopted.

DEAN EPPLEY: Resolution No. 8.

RESOLVED: That the Association express its gratitude to the chairmen and members of the Commissions for their efforts and contribution toward the achievement of the goals of the Association.

I move its adoption.

DEAN NOWOTNY: I second the motion.

CHAIRMAN MALLET: Those in favor signify by saying "aye." Opposed. It is carried.

DEAN EPPLEY: Resolution No. 9.

RESOLVED: That the Association express its sincere appreciation to the Carnegie Foundation for its generous contribution of funds making it possible for Commission III to implement plans and programs for the development and training of Student Personnel Administrators.

I move its adoption.

DEAN RAY HAWK (University of Oregon): I second it.

CHAIRMAN MALLET: Those in favor signify by saying "aye." Opposed. It is carried.

DEAN EPPLEY: That constitutes the report of the committee.

CHAIRMAN MALLET: Thank you very much, Geary.

We now come to the report of the Committee on Nominations and Place. For that report I will call on the Chairman of this year's committee, Dean Arno Nowotny, University of Texas. Shorty.

DEAN NOWOTNY (Chairman, Committee on Nominations and Place): Is this the last one before lunch?

CHAIRMAN MALLET: No, sir, we are going to finish up this morning, I believe, aren't we?

PRESIDENT HOCUTT: There will be some announcements.

CHAIRMAN MALLET: Why, do you want to finish up, Shorty? You have a job to do. Get it done.

DEAN NOWOTNY: I have tried desperately during this convention to know when to speak and when to keep silent, and I have done pretty good, I think. Reasonably well. Incidentally, this morning, a few of us idiots got up to an early morning breakfast and I ought to tell you that the speaker last Friday at that Breakfast was General Dean, and he made a statement to some of our colleagues that his executive officer during World War II was the chairman of the committee that just reported, Dean Eppley, and that he never had a finer officer, any more loyal and efficient friend, and they sat together this morning.

I think there are too many people in this Association that are noisy like Nowotny, and the guys who really do the work, like Eppley do not get credit. So I wanted you to know there was a great general and a great American that paid that tribute to one of our associates.

I was speaking at a convention one time, too much, and they started chanting LSMFT -- "Lord save me from Texas." (Laughter)

PRESIDENT HOCUTT: Shorty, apropos to that breakfast, which was a most enjoyable occasion --

DEAN NOWOTNY: I'm glad the press was not there.

PRESIDENT HOCUTT: I got a pair of pants which I can't get on, but Hurford got a pair that the rest of the membership might like to see. Hurford, have you still got your pants on?

CHAIRMAN MALLET: Well, the ones we are talking about, Hurford. (Laughter) Where did he go? He knew this was coming.

DEAN WINBIGLER: Mr. Chairman, I'll make it my mission to see that he displays them at lunch. There are still tickets available. (Laughter)

CHAIRMAN MALLET: I will take it by consent that you are so ordered. (Laughter)

DEAN NOWOTNY: What is this thing?

CHAIRMAN MALLET: Oh, go ahead and quit stewing about it. (Laughter)

DEAN NOWOTNY: This Placement Committee has not made a report, and although I haven't been asked to, a Texan will always speak. (Laughter) I would like to say this about the placement job, which is a very simple and inefficient way we have (laughter) of trying to help young men find a job and maybe of helping some of the older people find a suitable applicant.

I would like to commend a few of you who have been doing this, and I wish more of you would be doing it. "Shorty, we have a man who finished his B.A. He is a nice guy, and he is ready for Assistant Deanship, or a dormitory counseling job," and we need a hundred guys like that. I wish you would write me about those kind of people, and if you have a boy with an M.A. or a Ph.D, and say he is ready for an assistant deanship or a dormitoryship -- we have more jobs than we have people.

Last year at Purdue, because of the proximity of Purdue and Indiana, we had 35 to 40 young men present. This time we have had practically none. So I am not going to forget those twenty of you who have spoken to me about jobs. We will do some following up, and although I do work for the University of Texas, I will try to follow up and do the best I can.

I want to say this in all sincerity -- I think this ought to be done by somebody, because I think it might be interesting to know -- the best man I ever picked up in my life, on my staff, if you will pardon the personal reference, I got through the help of this informal placement service, when Fred Turner was head of it and did such a wonderful job.

DEAN BEATY: You say you have more applicants than jobs?

DEAN NOWOTNY: No, I have more jobs than applicants. Don't tell me about somebody you want to get rid of, brother, but I want some good guys. (Laughter)

Milton Eisenhower attended a hazing conference in

Colorado at the time when he was then President of Kansas State. He said he had proposed a system which we ought to be thinking about: that all these college presidents pick out four men on their staff that were stinkers, that they had tried to get rid of, and they's pass them on, and he'd accept four from somebody else. (Laughter) We might try that on our staff, one at a time. That is one placement division that I'll not take over. (Laughter)

To get back to what I was asked to do up here this morning, (Laughter) if I can find it. It's written on here. That is my report.

About a place of meeting in 1957, you voted last year at Purdue to go to Raleigh, North Carolina some time in 1957, and with Dean Ed Cloyd, who will be the host, and I am sure there will be lots of fried chicken and hospitality.

For '58 and '59, your committee had 100 invitations, all from hotels. (Laughter) So we just took you at your word. So we got down to trying to find the best hotel where you could meet in the middle of the country, and so your committee recommends that for 1958 that we meet at French Lick, Indiana, where the host will be hard-working Bob Shaffer of the University of Indiana, Dean of Students.

Maybe we ought to vote on this separately. The committee moves that that is where wd go in '58.

CHAIRMAN MALLETT: Bob, do you accept that?

DEAN SHAFFER: Sure.

CHAIRMAN MALLETT: Is there a motion to accept this part of the report of the committee, that we hold the 1958 meeting at French Lick, Indiana?

DEAN HYINK: I so move.

DEAN WINBIGLER: I second the motion.

CHAIRMAN MALLETT: Is there any discussion? If not, those in favor signify by saying "aye." Opposed. We are committed.

DEAN NOWOTNY: Your committee had several invitations for 1959, and they are from good institutions -- even from

Texas. But your committee unanimously recommended that in 1959 that we go and accept the invitation of MIT, Boston, north-eastern -- hell, I don't know who all -- six of them got together and we recommend that we go in 1959, in June, to Boston, Massachusetts. Massachusetts, that's a state! (Laughter) The invitation includes that there will be dormitory facilities by MIT and the Boston Hotels -- I never got so many telegrams and letters from Mayors and Governors. We felt flattered.

PRESIDENT HOCUTT: Two more came in this morning, Shorty.

DEAN NOWOTNY: In 1959, you can bring your wives and families, because there will be the low class, the high class and the middle class accommodations, like they have here. I've been in the low class. (Laughter)

DEAN HYINK: We're one floor lower, Shorty. (Laughter)

CHAIRMAN MALLETT: I wanted to say something, but I'll pass that up. (Laughter) Is there a motion to accept the recommendation that we go to Boston and vicinity in 1959?

DEAN NYGREEN: Should that motion read "June" so that we can later offer an amendment and get a vote on whether this group would prefer June or our more usual time?

CHAIRMAN MALLETT: Glen, I would suggest at the moment that we simply stick with place and worry about time later.

DEAN NYGREEN: Well Shorty's recommendation included time.

DEAN NOWOTNY: You are right.

CHAIRMAN MALLETT: Excuse me. I did not hear you. Did you say that?

DEAN NOWOTNY: Yes, I forgive you. I mean, take it out. (Laughter)

CHAIRMAN MALLETT: Do you want to say "June"?

DEAN NYGREEN: Yes.

CHAIRMAN MALLETT: All right, June in Boston in 1959.

DEAN WINBIGLER: I so move.

... The motion was duly seconded ...

CHAIRMAN MALLETT: Discussion?

DEAN NYGREEN: Then, Don, for purposes only of ascertaining the feeling of this group, I will offer an amendment that instead of meeting in June that we substitute for that "at the more usual time."

CHAIRMAN MALLETT: You are offering that as an amendment, Glen?

DEAN NYGREEN: Just so we can get a hand vote as to what this group prefers.

CHAIRMAN MALLETT: I have not read this stack of correspondence and telegrams, but I am guessing that we might have difficulty with dormitory accommodations so long as school is in session. Isn't that a problem that we have to look at?

DEAN NYGREEN: Yes, but certainly this is some years away, and if the group feels that they would rather meet in March, April, that general period of time, we have plenty of time to investigate that between now and next year.

CHAIRMAN MALLETT: I am perfectly willing to accept your amendment. I simply point that out.

DEAN NYGREEN: I am not arguing in favor of another time, but I think we should have the opportunity to vote on that in this group.

CHAIRMAN MALLETT: All right, there is a motion to amend the original motion to delete the June specification, and the motion is made on the assumption that we will meet at a time in March or April. Is there a second to the amendment?

... The motion was duly seconded ...

CHAIRMAN MALLETT: All right, the motion is open for discussion. Any discussion on the amendment?

DEAN SHAFFER: Mr. Chairman, I would like to speak

to the idea of June as opposed to the spring. This is the first time I have had my family with me on a convention. I should not say this outside of this room. I do feel that it interferes with the content of the program. That is one disadvantage of having family responsibility and so on at the meeting, however, I do feel it is a definite asset. We have had a fellowship, and we have gotten acquainted and our families enjoy it.

In my opinion, that asset has far outweighed the disadvantage at this meeting, and I feel that maybe once every three years it might be very desirable to have a June convention recognizing that it probably will be a vacation in the eyes of some people -- many people in fact -- that it probably could be combined with vacation trips, and it would have these attendant disadvantages.

So while I normally prefer a spring convention date, where you have a heavier program, probably, and you would have, I think, fewer families coming along because of school commitments of the young children, I do feel that periodically a June convention would be very desirable. Therefore, I am speaking against Glen's amendment right now, and I personally would support the '59 meeting in June in Boston.

DEAN WINBIGLER: Mr. Chairman, I have in the last ten days been approached by three West Coast deans. I think no one of them is able to be here this morning, but they have spoken in a similar way to what Bob has just said, that they have said they would like to be able to take their families to a convention somewhere outside of the western area at some point. They have not had an opportunity to do so, and I am sure they would want to support the original motion, and oppose the amendment.

DEAN NOWOTNY: Question.

CHAIRMAN MALLETT: Just a moment.

DEAN W. J. FARRISEE (Stevens Institute of Technology): While I appreciate the viewpoints of these people, this organization is not a social organization. We have a lot of work to do, as was brought out yesterday, and I think the idea of having the families along about once every three years would be a lot more effective and efficient in accomplishing some of the things that we talked about yesterday. So I speak in behalf of the amendment.

CHAIRMAN MALLET: Is there any further discussion on this? I think this has some import, gentlemen, not only in terms of the time of the meeting, but also in terms of policy which may help direct the Executive Board in years ahead.

DEAN BEATY: Does the invitation from M.I.T. have it tied to a date?

CHAIRMAN MALLET: That will come into the main question.

PRESIDENT HOCUTT: So far as dormitory accommodations are concerned, that is correct.

DEAN ARNO J. HAACK (Washington University): Mr. Chairman, my comment applies to both the amendment and the motion. Let me make it now. I feel that it is very unwise for us to nail down either the place or the time this far ahead.

It is my impression that we are discussing a lot of relationship questions, relations to other organizations, out of which might come different patterns of meetings. I think this is much too far ahead, assuming that our motion here more or less binds us to a place or date. To take a poll here of sentiment, I think might be valuable to our executive committee, but assuming that we pass this as a decision that far ahead, I would oppose that vigorously.

CHAIRMAN MALLET: Arno, if the Chairman may step out of the role of being chairman for a moment to make a comment, I would say that we are probably too short, rather than too long in planning our arrangements. At the present time in terms of other organizations that I am connected with, and in terms of the campus that I am connected with, I know of organizations that are making bookings up into 1965. We may find ourselves in trouble if we do not make our plans that far ahead. I am sorry to make a comment and voice an opinion from the Chair, but I will now step back into the role of having no feeling.

Is there any further discussion on the amendment? The amendment to the motion is that the specified date of June be eliminated, and that we assume, I take it, since Glen made no wording or proposed no wording, that we assume that the time of the meeting in 1959 in Boston, if the motion is passed, would be some time in March or April. Do I state the sentiment correctly, Glen?

DEAN NYGREEN: That is the only opinion I want, the opinion of the group as to the general time of the year.

DEAN ROBERT G. WALDO (University of Washington): Am I correct in assuming that we would be in favor of a meeting with wives once every three years, if this amendment carried?

CHAIRMAN MALLET: No, I would say that a vote against the amendment is that we are favorable toward going to Boston in June. A vote in favor of the amendment, if the Chair may make an interpretation, is that this group favors going to Boston in March or April, if arrangements can be made to take care of us at that particular time, assuming the motion itself is passed. Am I correct in my interpretation?

DEAN NYGREEN: That is right.

CHAIRMAN MALLET: I will certainly stand open to correction. Are you ready for the question? All those in favor of the amendment as proposed signify by saying "aye." Those opposed to the amendment as proposed signify by saying "aye." The amendment is defeated.

We are now ready for discussion on the motion as presented, namely to accept the invitation of the Boston area for June of 1959. Is there discussion on that motion?

... The question was called ...

CHAIRMAN MALLET: Those in favor signify by saying "aye." Opposed. The motion is carried. Shorty, would you proceed.

DEAN NOWOTNY: We have three officers to nominate, since Secretary-Treasurer Fred Turner has another year on his three year term -- possibly two years, I am not sure, but anyhow another year at least -- to run for 1956-57. So your committee was faced with the assignment of nominating two Vice Presidents and a President.

We have had several meetings and conferences, and my only criticism would be that most of you people are too modest, but I know you are interested in who your officers are, but speaking just as one member of the committee, I wish more people would make suggestions. We of course are happily situated in that we have a wealth of material, many of whom will be elected at future conferences, and may be elected to this

one. If you do not like our nominees, you pick your own.
(Laughter)

There used to be an old freighter going from Plymouth to London every day. One night they would come in and he would crash into the starboard side. The next night, maybe on the port side. One day the ship came in correctly, gracefully and made a three-point landing. Somebody from the shore landed and said, "Got a new boat?" He said, "No, sir, the same old boat, but we have got a new skipper." (Laughter)

I believe that increasingly, each year, the leadership of this group has improved, and we hope that what we have to offer will again be a trend in that direction. So we offer for your consideration as Vice President, Clarence E. Deakins, Dean of Students at Illinois Institute of Technology. Another Vice President, Leslie Rollins, Assistant Dean of Graduate School of Business, Harvard. For President Frank C. (Ted) Baldwin of Cornell University.

CHAIRMAN MALLET: Thank you, Shorty. May we have a motion to accept the report of the Nominations Committee, and we will then proceed to the election.

DEAN HYINK: I so move.

... The motion was duly seconded ...

CHAIRMAN MALLET: Any discussion? Those in favor signify by saying "aye." Opposed. It is carried.

We will now proceed to the election. Are there any nominations to be made from the floor? If not, I will accept a motion.

DEAN BEATY: I move that nominations cease.

DEAN HAWK: I second the motion.

CHAIRMAN MALLET: Those in favor signify by saying "aye." Opposed. It is carried.

I will now accept a motion to cast a ballot for the nominees of the committee.

DEAN McBRIDE: I so move.

... The motion was duly seconded ...

CHAIRMAN MALLETT: Any discussion on that particular motion? If not, those in favor signify by saying "aye." Opposed. It is carried.

May I ask Ted Baldwin, Clarence Deakins and Les Rollins if they will come up to the front of the room.

... Applause as the newly elected officers came to the platform ...

CHAIRMAN MALLETT: I have been told that unfortunately "Deak" had to leave last evening, and he is not here.

Ted, I think it has been the customary procedure to give you thirty seconds to state your program for the ensuing year. Will you take over for that length of time? (Laughter) Your new President, Ted Baldwin of Cornell. (Applause)

PRESIDENT-ELECT FRANK C. BALDWIN: Thank you very much. It won't take me thirty seconds to tell you what is on my mind.

I appreciate very much this honor that has come to me, and I assure you that I shall try to carry on the spirit of this organization, which has certainly been close to my heart for the last eleven years, and I will certainly do whatever I can to continue the fine work that has been carried on in the past, and I hope will be carried on in the future. (Applause)

CHAIRMAN MALLETT: Thank you, Ted. I think I speak for every member of the Association. We have the utmost confidence in you. We are tickled to death to have you as our leader for the next year, and I think you can count on us for anything we can do to help you.

Now that reticent and modest gentleman, who is the Vice President, Les Rollins. Les.

VICE PRESIDENT-ELECT LESLIE ROLLINS: This has really nothing to do with the Association as an Association at all. It stems from only two things. One is that Nowotny for years has tried to get me to publicly take some responsibility toward the Association, and secondly, I take it that you do not wish to send many new faces to see Carnegie in the next two years. Thank you very much. (Applause)

CHAIRMAN MALLET: Thank you, Les. We will offer you the same support we did Ted. I will make no comments on your latter point. I can understand Nowotny's desire to put you to work.

So far as I am concerned, gentlemen, I think that finishes the business that was to come up at the morning's session. Is there any other business to come up at the morning's session? Now we are going ahead with the afternoon's session right away, so save any afternoon business you had for thirty seconds, and you can bring it up. Is there any morning business to be brought up?

I think John is in agreement, as we have whispered back and forth here, that we will try to complete all of the business of the Conference before lunch. We will make luncheon the closing session of the Conference. So if there is no further business at this time, I will turn the meeting over to our President John Hocutt for the concluding business session. John.

... President Hocutt assumed the Chair ...

PRESIDENT HOCUTT: Just for the record, I would like to inform the group of a decision made by the Executive Committee now going out of office in regard to the registration fee for this Conference.

At the Purdue meeting last year, the Executive Committee approved a uniform \$5.00 registration fee at all Conferences. This represented an increase of \$1.00 for member institutions.

On the floor of the convention, on motion of Bob Strozler, this was amended to make the fee \$5.00 for members and \$7.50 for non-members.

The question came up in regard to this California Conference, whether or not this new registration fee should be implemented this year because we anticipated a large number of visitors from California institutions, particularly the junior colleges. The Executive Committee voted by ballot on the matter of the registration for the '56 Conference, and agreed that for this year the registration fee should be \$5.00 for all Conference delegates, with the understanding that the graduate fee established last year would be in effect, and non-personnel staff members at host institutions should pay no fees.

I report this, as I say, simply for the record.

There are a few brief announcements I would like to make.

I would like to repeat Carl Knox's announcement made at the opening session to the effect that our Secretary-Treasurer Fred Turner is in need of any surplus copies of the Proceedings of the '55 Conference held at Purdue. As Carl pointed out, there has been an increased demand for copies of these Proceedings from libraries, and other groups, and Fred is down to just a handful of copies of these Proceedings. It was thought that at some institutions where there are two, three, four or five copies, that some of you may be willing to give up one or more of these, making them available to the Secretary-Treasurer. As I understand it, if you cannot afford the mailing cost, the Association will take care of this.

... Announcements ...

PRESIDENT HOCUTT: I would like to ask if Don Winbigler has any announcements that he would like to make?

DEAN WINBIGLER: None, John.

PRESIDENT HOCUTT: Hurford Stone? Carl, do you have any announcements?

DEAN KNOX: No.

PRESIDENT HOCUTT: Is there any other business that we should consider?

DEAN FRED WEAVER (University of North Carolina): Mr. Chairman, I do not recall that the resolutions offered by Dean McBride expressly provided that the widows of deans who have died should be notified of the action taken. If that is not implicit in the resolution, I should like to make it expressed that the Secretary should so communicate with them the sentiments of this Association.

VICE PRESIDENT MALLET: Fred, would you make that "widows and/or families"?

DEAN WEAVER: Certainly.

... The motion was duly seconded ...

PRESIDENT HOCUTT: You have heard the motion by Fred Weaver, seconded, that the Secretary of the Association communicate with the widows and/or families of deceased members of this Association. Is there discussion on the motion? All in favor please signify by saying "aye." Opposed. The motion is carried.

DEAN WEAVER: Mr. Chairman, the second idea, I do not recall an express action of appreciation to Carl Knox for his admirable service in the absence of Fred Turner as Secretary. Unless that is implicit in some other action or resolution, I offer such a motion.

DEAN NOWOTNY: I second the motion.

PRESIDENT HOCUTT: It has been moved and seconded that we publicly indicate our thanks to Carl Knox for the fine job he has done as Acting Secretary. Is there any discussion on the motion? [The question was called] All those in favor please signify by saying "aye." The motion is carried.

DEAN ARNO HAACK: Mr. Chairman, one of the committees that we have had here at the Conference, the Committee on Scholarships, has been unable to meet. I am sure that Committee would have recommended to the Conference and the Executive Committee a continuation of that committee on a working basis into the next year. I so move.

PRESIDENT HOCUTT: Dean Arno Haack has moved that the Committee on Scholarships be continued. Is there a second to this motion?

... The motion was duly seconded ...

PRESIDENT HOCUTT: Is there any discussion of the motion? All in favor please signify by saying "aye." It is carried.

DEAN NOWOTNY: Mr. Chairman, could I ask for a show of hands -- all of those who have a position on your staff of a director of scholarships, would you hold up your hands, please? [They raised their hands] Good lordy, I mean, we have a full time staff member like Bob Shaffer has one who is most of the time director of loans and scholarships. We are trying to send our man to all the schools where they are doing that. I am afraid that is going to be prohibitive. Thank you, John.

PRESIDENT HOCUTT: It would appear that we are going to be able to finish the business of the Conference this morning. In so doing, I hope that this will have no adverse effect on attendance at the luncheon. I think that your program committee has done an exceptional job in obtaining five, I guess it will be, very fine guest speakers. I cannot recall a Conference when we have had so many fine addressed by guest speakers as we have had at this meeting. And the speaker for the luncheon meeting today, it would appear, will give us the same quality address as we have heard from the other guest speakers. So I certainly hope that because we are finishing early you will not take this as an opportunity to leave until after this luncheon meeting.

Is there any other business that we should discuss this morning?

DEAN FOGDALL: This is not an item of business, but I think all of us are concerned.

... Announcement ...

PRESIDENT HOCUTT: This will be the last opportunity now to bring before this Conference any items of business which should be discussed.

Ted Baldwin has just informed me that he hopes to be able to announce the members of the new Executive Committee at luncheon, and that there will be a meeting this afternoon immediately following the luncheon session of this new Executive Committee.

DEAN EPPLEY: Do you want the badges to be turned in?

ACTING SECRETARY KNOX: We would appreciate it very much.

PRESIDENT HOCUTT: We would appreciate it. We have been saving a few pennies every year by using any of these materials that could be salvaged. We will leave a box on the registration desk where these items can be turned in.

MR. OMACK (Compton Junior College): Mr. President, if I am not out of order, as a visitor here, I represent one of the California Junior Colleges. A number of us have been in attendance at this session. I would like personally to

express my appreciation to the Association for inviting us to attend as visitors. I personally have gotten quite a bit out of the Conference, and I am sure, by talking to the other members of the California Junior Colleges, that they also are taking something back to our institutions of value.

PRESIDENT HOCUTT: Thank you very much. We hope that the Conference has been meaningful to our visitors who are always welcome at these sessions.

Any other business?

MR. WEITHOFF (Porterville Jr. College): Mr. Chairman, I would like to second that too. I am also from a Junior College. It is just wonderful being here.

PRESIDENT HOCUTT: Thank you, sir.

Any other business?

I declare this session recessed.

... The Conference recessed at eleven o'clock ...

FRIDAY LUNCHEON SESSION

June 22, 1956

The Luncheon Session convened at twelve-thirty-five o'clock, President Hocutt presiding.

PRESIDENT HOCUTT: The invocation will be given by Dean R. C. Beaty, University of Florida.

DEAN BEATY: Almighty God, our Heavenly Father, we give thanks for all the blessings of life, blessings of friendship and fellowship we have had together here, and ask Thy blessing upon us as we return to our places of work, with enthusiasm and inspiration.

Bless this food which You have supplied for us, of which we are about to partake. Amen.

... Luncheon was then served ...

PRESIDENT HOCUTT: There are and have been many guests in attendance at this Conference. I would say again, all of you, or "you-all" as we say in the deep south, are most welcome. To those of you whom I have failed formally to recognize, I beg your forgiveness.

There is a special guest at this luncheon whom I should like to identify. This morning at the Berkeley Breakfast Club reference was made to the fact that Deans are made rather than born. We do have a gentleman with us who was born a Dean. He is General Dean, and I would impose on the General by asking that he stand to be recognized. General Dean is attending this luncheon as the guest of Dean Geary Eppley of the University of Maryland. (Applause as General James Dean arose)

I will take another moment, going back to this Berkeley Breakfast Club, where we had a great deal of fun, our Host Dean Hurford Stone was presented with an unusual trophy this morning, and by popular demand he has agreed that we might all see this trophy, so, Hurford, if you would stand up and display the trophy, we would be most obliged. Do you have it with you? Do you have to take them off?

... Laughter and applause as Dean Stone displayed a pair of shorts with the initials "S.C." ...

DEAN STONE: Ladies and Gentlemen, my big problem has been to convince Mrs. Stone that I got those at the breakfast club. (Laughter)

PRESIDENT HOCUTT: I will not interrupt you any more until the conclusion of the luncheon.

This is a special note to Host Hurford Stone. One of your friends, Hurford, passed up this note: When the students find out Dean Stone has those panties, there may be another raid. (Laughter)

It is my pleasure to present to you people the lady on my left, Mrs. Baldwin, the lovely wife of President-Elect Ted Baldwin. Would you stand please, Mrs. Baldwin, and be recognized? (Applause as she arose)

The other lady at the speakers' table is May Hocutt, who I hope all of you have met. May. (Applause as Mrs. Hocutt arose)

At this time I would like to call on Ted to inform you of the choice of his Executive Committee for the coming year, and to present the members of that Committee. Ted.

PRESIDENT-ELECT BALDWIN: It is a pleasure to announce that the Executive Committee is made up, as you know, of the officers, and, this following year, the following men:

James G. Allen, Texas Technological
Willard W. Blaesser, University of Utah
Robert G. Gordon, University of Southern California
Noble Hendrix, University of Miami
John Hocutt, University of Delaware, who continues on
Anthony C. O'Flynn, Loyola University
Robert A. Shaffer, Indiana University.

Immediately following the dinner this Committee will meet in the Lanai Room, and we will go into a business session and try to get things finished up to get away within an hour. So we will look forward to seeing you, and we hope you all have a grand trip home. (Applause)

PRESIDENT HOCUTT: Would the newly appointed members of the Executive Committee please stand and be recognized, those who are still here. (Applause as they arose)

I am sure all of the men present know Vice President-Elect Rollins. Some of the ladies may not. Would you stand, Les and be identified? (Applause as he arose)

Vice President-Elect "Deke" Deakins is not here. He had to leave last evening.

Many of you have made enthusiastic comments about the excellent quality of the addresses delivered by our guests, our four guest speakers who have appeared on our program thus far. Last, but by no means least, on our slate of distinguished guest speakers is Austin H. MacCormick, Professor of Criminology at the University of California, our luncheon speaker for today.

Dr. MacCormick has had an interesting and certainly varied career. Following his graduation from Bowdoin and a period of graduate study at Columbia, he began this interesting career as a college teacher. Then followed such difficult appointments as Executive Officer of the Portsmouth, New Hampshire Naval Prison, College Alumni Secretary, Assistant to a College President, Assistant Director of the U. S. Bureau of Prisons, and Commissioner of Correction of New York City, to mention just a few of these assignments.

He has many years of experience in the field of criminology, and he is recognized as one of the country's foremost criminologists.

As an aside, I will tell you that our speaker is so concerned about the timing of his address that he has armed himself with three watches. (Laughter) His own watch only tells days of the week. So I loaned him mine, which will keep track of the hours, and he borrowed Bob Beaty's in order to keep an account of the minutes. And he has officially appointed May Hocutt as timekeeper, I believe, and she has the paper to work with here.

It is a privilege for me to present to you Professor MacCormick. (Applause)

PROFESSOR AUSTIN H. MacCORMICK (Professor of Criminology, University of California, Berkeley): Dean Hocutt, Mrs. Hocutt and Friends: I am beginning to feel that you are, after having been to the dinner the other night, and having met many of you very pleasantly.

Dean Hocutt stole my stuff on the watches, and I am tempted to steal his. I heard Victor Borge the other night, and he had a watch which had to be wound by shaking the wrist ten minutes of every hour, day and night. He said, "This watch tells what year it is," and he said, "If you ever want to know what year it is in the middle of the night, call me up. I'll be awake all right." (Laughter)

Actually this watch, I was told, belonged to his grandfather, and then it belonged to his father, Dean Hocutt's. And now I find it is nothing but a cheap watch he bought when his own was in the jewelers. This was the one I was going to claim would tell the year, and if I talk into 1957, Mrs. Hocutt was supposed to do something about it.

As a matter of fact, I am concerned about the time. I am quite unaccustomed to writing papers, and I feel in grave danger of running over the time, especially when I thought you had a business session, and I knew that if I wandered from my manuscript, as I am liable to do, not to be too rigid, that I would probably use up more time than if I stuck with it.

Then I was urged, before I got going on this formal presentation, to start with a few reminiscences about my boyhood, which some people think is funny and other people think is peculiar. (Laughter) So I do not know how much time that will take. If we get started on my boyhood, anything is likely to happen.

At any rate, I am going to do my best to stay within the time limit. I want to speak only the fact that there are mimeographed copies of my paper available, and that I am not going to say everything that is in there, but I thought it would be just as well to leave it in, and you would then know what I had thought of in covering the subject as fully as I could.

There is just one omission. In the footnote it says, "Professor of Criminology, Berkeley," but it does not say "University of California, and I wish you would write that in on any copy you get because there is a Heinz Pickle Works here in town. (Laughter)

Now I am really not an utter stranger to the Deans' profession, aside from having been an alumni secretary for many years at Bowdoin, but also I had the honor once of being offered the position of Dean of Freshmen at Sing Sing. (Laughter)

And most of my friends had always expected me to be asked to occupy the Chair of Applied Electricity there. (Laughter)

Really, they were astounded when I was offered the deanship. I am often asked how I got into the field of criminology. Dean Stone and others have heard me say this, but they are the ones who have really pressed me to go into it again. It really was odd. I was brought up in a very small coast town, on the coast of Maine. There was no railroad. We were frozen in most of the year. We had, as a matter of fact, two seasons. I think you are the dean, aren't you? I can't see anybody here. You all look lovely, but faceless (laughter) against that light. I have spoken in this room when I was back to the window, and it is a more charming room that way for the speaker.

I think you are the dean who goes up the coast of Maine, aren't you? Yes, he is only six feet from me and yet I recognize him. (Laughter) So you are familiar with this fact that we have two seasons up there, winter and August. (Laughter)

I do not know why. I am looking at these notes. They don't mean much. (Laughter)

The main question is how I got started in criminology in a town where there was next to no crime. There was no theft because there was nothing to steal. (Laughter) There was no assault because if you hit somebody, he'd hit you right back. There was no percentage in that. (Laughter) Then there was some other crimes we didn't have because it was too cold. (Laughter)

I will have to ask you to stop laughing. (Laughter) This year clock is running slow. (Laughter)

We had an occasional murder, but we didn't call it that. It was generally called justifiable homicide. (Laughter) Mostly mother-in-law cases. (Laughter)

Well, there was one man from Boston. He was killed. He asked somebody if it was cold enough for him. (Laughter) And that was justifiable homicide too. (Laughter)

There was one mother-in-law case I just want to tell you about. This man was a classmate of mine, in the Maine

State Prison where I served what I like to call a voluntary sentence. I actually did too. This man had killed his mother-in-law. I don't know why they sent him to prison. We all thought it must be politics involved. (Laughter) He was a lobster fisherman on the coast down near Rockland, and his mother-in-law was always telling him how to set the lobster pots, and how to haul them, and why he didn't catch more lobster, and so on. So he asked her to go out in the boat, as we always call it up there, to show him how. He told me this. He said, "When we got out where it was good and deep, about ten fathoms," he said, "I threw her overboard. When she'd come up I'd hit her in the head with an oar. Then she come up, and I hit her once again. Then she didn't come up." He said he thought she was a fool to come up. (Laughter)

There is a lot more to that story, but I am not going to tell it to you. (Laughter)

The life there was well planned. We boys in the town were given a good start at the age of ten -- we had sort of "pubic rites," I would call them. (Laughter) They used to catch us for summertime, put shoes on our feet, and then take us out and teach us how to shoot Democrats. (Laughter)

There was a trapper up there named Skunk Robinson. He caught mostly cats, but they dignified it by calling him Skunk Robinson. He had a hound dog whom he'd named Philandus C. Knox. (Laughter) And we'd take this dog out in the woods, we boys with 12-gage shotguns, and this dog would run the Democrats out of the woods, and around in circles, and when they'd go by we'd pepper them with this really lightweight shot. (Laughter) But what few Democrats there were were getting pretty heavy with lead, (laughter) and people always said that is why we always had such a heavy Democratic vote in Maine. (Laughter)

We had a tradition of education there. Some of the boys were eager to go to school. I had a classmate who lived six miles away from the school house, and we had a one-room high school, by the way, and that is something. He walked six miles to school every day, six miles back again. Summer and winter. Never missed a day except he didn't always get there the day he was aiming at. (Laughter)

It is a funny thing, that fellow was really ardent for learning, but when he graduated from high school, he was

so darned tired that he never did a lick of work all the rest of his life. (Laughter)

Then there were some other boys who didn't want to go to school, but for one reason or another they were made to. For example, in my class another classmate was a fellow who was 28 years old. His father was chairman of the school board and he was determined that this fellow graduate from high school. And I guess graduation for him was going to mean when he got too big to fit into any of the seats. He was about six feet tall. He weighed 210 pounds. He was a heavy-muscled, heavy-boned fellow, and no brains. (Laughter) And he had an 8-year old child in the third grade. He used to bring her to school every morning. (Laughter) As a matter of fact, she brought him. (Laughter) And he was in the third grade with her for quite a while. (Laughter) Until he was twenty-four, and then they said it was a shame for a child to have a father without a high school education, so they put him up in the high school. (Laughter)

Well he did nothing, never recited, never studied. He just sat there whittling on his desk, and when his desk was all gone they'd move him over to another one. (Laughter) And after they brought in felt-backed erasers, instead of those old wooden-backed ones, every once in a while to show he was paying attention, he would throw one at the teacher whose back was to him at the blackboard. (Laughter)

We had there a psychometric, or intelligence scale, sort of homespun, and the ratings were like this: I.Q. 60 to 65, dull normal; 65 to 70, superior dull normal (Laughter) and below 60, normal. (Laughter)

We were great believers in eugenics. For example, they would try to marry a boy off to somebody -- by the way he used a ten-gage shotgun. (Laughter) We'd marry him off to a girl, a chosen girl. For example, another one of my classmates who was superior dull normal was married off to a normal girl -- just barely, she had an I.Q. of 61, (laughter) and their first child got the highest score on the normal board test ever gotten up at the State School for the feebleminded. (Laughter) We are pretty proud of that, and it just shows what eugenics could do. (Laughter) I'm nearly through with this. (Laughter)

The course that I remember best was in high school, a

course in contemporary civilization. Reading, writing, arithmetic, cooking, I have kind of sweetened this up, watching close up, care and feeding of children. I have to be honest with you, that was changing diapers. (Laughter) If you will pardon my saying so. And fixing bicycles. (Laughter) I understand they have added to the course now -- or they have an additional course in contemporary civilization, how to turn on the TV. (Laughter) It is very popular.

This is serious. I took thirteen examinations to get into Bowdoin, including Latin History, Greek History, English History, American History and World History. They did not have enough courses for me to get up units, so I studied all these things on the side with the help of a teacher, and took examinations, and I would have been all set if nothing had happened in the world after 1911. (Laughter) According to Provost Watkins quite a lot has. (Laughter)

As a matter of fact, I did not immediately go to College, after I finished high school, but I always wanted to ride on a train, so I want. (Laughter)

Now I get to my paper. (Laughter) My subject, you may recall, is "The Nonconformist in the Crew-Cut Crowd." What is the time, Timekeeper? Exactly two o'clock. I used up too much time. I am going to read awhile, anyway. (Laughter) I can't see you, but I can hear you. (Laughter)

The Nonconformist in the Crew-Cut Crowd

At this moment I am not sure whether, when I selected the topic of my talk today, I had in mind disposing of student conformists with devastating wit and logic, or nonconformists. I suspect that I originally intended to go after the nonconformist, since I have been a rank conformist all my life, cravenly copy-cattin any custom, style, or belief that was in the ascendancy at the time in the crowd I was running with. On the other hand, the term "crew-cut crowd" sounds sort of contemptuous, and I may have been intending to go after the general run of students as slavish conformists to any ridiculous style of the moment, as little better than male bobby-soxers, little better, as a matter of fact, than grown men who wear buttoned-up collars and neckties on a day like this and would not even be buried in a double-breasted suit until they come back in style again. (Laughter)

It is more probable that I used the term crew-cut

crowd to make use of "apt alliteration's artful aid," for I have a soft spot in my heart for people who conform unquestioningly to styles. It is a little pathetic that we are all so anxious not to be conspicuous by being in any detail different from others in our age group and social setting, so eager to belong and to wear the badge of belonging. It must indicate an underlying sense of insecurity in all of us. It is certainly more pleasing than the crass self-confidence which is believed by most of the world to be characteristic of us Americans as individuals and as a nation.

The crew cut and all it signifies are also more pleasing than the hairdo and dress of the nonconformist groups -- especially the arty crowd (little a and little art) that are found on the campuses of all institutions near a large city. They flourish in small town institutions too, for they will establish a Left Bank colony on an irrigation ditch if they have to. (Laughter) They pride themselves on their nonconformity, but actually they are conformists. They conform unbendingly to the cult of nonconformity; they observe the conventions of unconventionality with rigid punctiliousness. They look on the crew-cut crowd with complete contempt.

My mind at this point was clearly swinging back toward the ordinary conformists as a pretty good crowd: salt of the earth, backbone of the nation, main hope for the future of the American way of life, and so on. But my eye was, fortunately, drawn to an article in a recent Atlantic Monthly by Howard Mumford Jones, Professor of English at Harvard, entitled, "Undergraduates on Apron Strings." I am grateful that I was saved in time to escape endorsing the evil of conformity, cleverly disguised in the cloak of "adjustment."

The article was written to argue "the cause of the old, free elective system in the academic world, or the untrammelled right of the undergraduate to make his own mistakes." Under the present system, Professor Jones thinks, "we have invented for education what we invented for industry -- a beautiful system of interchangeable parts the motto of our present prevailing system ... is 'adjustment'. Adjustment operates, in the jargon of the day, on two levels: the intellectual and the personal."

"But the precious ointment in our sight," he continues, "is not intellectual adjustment but personal adjustment, and this is a sacred cause -- so sacred that we have invented a weird and unique hierarchy of secular priests to see that the

student forever adjusts. There is on the face of the civilized globe no other group like it. We have deans, tutors, counselors, vocational guides, counselors on marriage, alumni advisers, medical men, and psychiatrists. We have orientation week, campus week, the reading period, religious retreats, and summer camps. I am not prepared to argue down the validity of any one of these inventions taken singly; all I am prepared to say is that, taken as a whole, they befog the idea that higher education is an intellectual exercise. Higher education becomes adjustment."

One more quotation from Professor Jones, if what I have read is not enough. (Laughter)

"Today we do not cut the leading strings, we merely lengthen them. It is not true that an American lad cannot make a significant mistake as a young collegian, but it is true to say that an entire battery of adjusters is happily at work to see that his mistakes shall never, never harm him.... American college life is, or has become, a wan attempt to prolong adolescence as far as it can be stretched."

I do not quarrel with what is really Professor Jones' main thesis: that "the purpose of an academic institution is, or ought to be, to produce men of singular and exceptional talent, not conformable citizens," since he clearly means not merely conformable citizens. But I do not see why men of talent cannot also be conformable citizens, and why it is not better that they be so. If one is to conform, for example, to the rigid requirements of professional training -- and what is more rigid than the discipline a medical or law student, a nuclear physicist, an artist, a poet, or a musician must undergo? -- it is not too unreasonable that he be expected to conform to the social standards of the college or university where he studies and the society in which he is to live and work.

I hope the members of the "weird and unique hierarchy of secular priests" gathered here today were not so thoroughly shamed by some of the quotations I have read that they will spend all afternoon on the penitential bench and will miss the business session. (This was written before I heard that you had already started mourning, or something, repenting. (Laughter)) As a matter of fact, I am one of the priesthood too, and proudly so. I have been "adjusting" people all my life, and am utterly unashamed of it. I have even adjusted some first class geniuses in my day, tightening a loose screw here and there, adjusting

the carburetor to cut down an over-rich mixture of alcohol and smoke, (laughter) and so on.

My original attempt to argue the question of campus conformity versus nonconformity has proved too pretentious, and I have therefore decided to discuss some of the problems that deans face in dealing with students who are nonconformists in the sense that they are out of step with required standards of scholarship and conduct, rather than in rebellious opposition to them. With all due respect to Professor Jones, what they seem to me to need most is adjustment, which does not mean being pressed into a rigid mold of conformity.

Deans of colleges and universities have many functions which it would be presumptuous of me to discuss. But I have spent a large part of my life dealing with disciplinary problems in the cloistered halls of some of our best (and worst) prisons, and have served for the past two years on the 5-member University Committee on Student Conduct, headed by Dean Hurford Stone, with Associate Dean William Shepard and Katherine Towle, Dean of Women, sitting as nonmember consultants. I am, therefore, going to address myself to some of the disciplinary functions that deans must exercise and some of the problems they try to keep from reaching the point where official discipline is necessary.

These problems fall into two main categories: those that involve standards of scholarship and those involving standards of conduct. The latter category includes a wide range of types of misconduct, some individual, some group, some mass misconduct: cheating in exams, plagiarizing in term papers, breach of university liquor regulations, breach of social relations by fraternities or other living groups, rowdiness in cheering sections or public gatherings, publication of obscene or otherwise offensive material in student publications, sexual misconduct, either the ordinary type or the abnormal and aberrant type, theft of all types and in all degrees, drunkenness and other types of disorderly conduct, assault on citizens or police, and mass disorder reaching the point of rioting or mob action, whether on the campus, in the nearby community, or in a distant city where an athletic victory is being celebrated or the sting of a defeat assuaged.

This is not a complete list, but sufficiently long to convince any deans' wives who are present that their husbands have something to do besides emptying the wastebaskets at the

Administration Building. (Laughter) I do not want to create the impression, on the other hand, that the successful dean must be a combination of Sergeant Joe Friday, the late, lamented OGPU chief, Beria, and the Lord High Executioner.

I am not prepared to pontificate on the problems that involve scholarship, except to say that I think we should double up on preventive methods instead of relying as much as we do on control measures: the warning notices or placements on probation that strike when it is too late, when the student is already hopelessly bogged down in low grades, because he is slow, or lazy, or has never learned how to study, or finds too many inviting distractions on every hand. In the case of fraternity men, whose grades can all too often be expected to fall below those of nonfraternity men, early and effective preventive action will have to be taken through the fraternities themselves. Most fraternities have a few members, some a great many, who believe in high standards of scholarship, but I doubt that we can count on these men alone to jack up their laggards and drones. Someone else will have to help pump the jack handle. The logical persons to do it are the alumni advisers and faculty advisers of the fraternities. They are the logical ones, moreover, to exercise leadership in preventing breaches of university regulations with respect to liquor and social functions.

With all due respect to these gentlemen, they seem to me to be, generally speaking, too remote from the realities of current fraternity life, too unsure of how far they can or should go with threats and preachments, too unfamiliar with the university regulations and whether or not they mean exactly what they say, too desirous of being thought of as tolerant, understanding friends of youth in a world of old fossils who have forgotten that they were once young, too eager to be Red-Nosed Reindeer among the Bluenoses. (Laughter)

This is, of course, too strong a stricture, but not much too strong. I recognize the difficulty of maintaining a successful advisory relationship with a fraternity or other living group when one has to rely on exhortation or persuasion, has no power to enforce scholarship standards or university regulations, and will be considered Brother Rat if he informs on the fraternity to the university authorities.

This is why alumni and faculty advisers must have not only strong backing but strong leadership from the Dean's Office. There should be on the Dean's staff, part-time or full-time,

depending on the size and complexity of the problem, a carefully selected person whose chief concern is fraternities and other campus living groups. He should do a great deal of direct counseling with student leaders, and should make arrangements to bring to living groups alumni and faculty members who can speak persuasively and sensibly about acceptable standards of scholarship and conduct, and how they can be achieved. He should hold frequent meetings with groups of alumni and faculty advisers, discuss general and specific, timeless and timely problems with them, and work out plans and procedures for getting their ideas over to the living groups.

And, finally, since the student government in general and such groups as interfraternity councils in particular can be powerful allies in raising student standards, the staff member assigned as liaison officer with living groups and the Dean's staff as a whole should utilize their potentialities to the full, working with and through them and giving them as much responsibility as they are able and willing to carry.

In dealing with such problems as violations by living groups of the liquor regulations and those governing social functions, rowdiness in rooting sections or other public places, and breaches of standards of good taste and decency by student publications (usually humorous magazines), we must rely principally on the student government, but must recognize what a difficult task students will always have in exercising disciplinary control over other students. This is particularly true of the problem of drinking, especially in a state which has, as California does, a law which prohibits serving intoxicants to persons who are under 21 years of age, and forbids persons of all ages to drink in automobiles.

I am not one who is inclined to dismiss laws such as this and university regulations based on them as mere statements of pious hopes, more to be honored in the breach than in the observance. I am something of a bluenose on the subject of liquor, at least to the extent of not believing that boys are sent to college to learn to drink like gentlemen. That expression certainly dignifies drinking beyond its due. The harsh truth is that alcohol is a drug that a great many people can use without becoming addicted to it. But a great many cannot, and the five or six million alcoholics we have in the United States today offer tragic proof of that fact. I see no point in encouraging a student to drink whenever and wherever he feels like it at an age when he is naturally inclined to be reckless,

and in a setting where he can always find plenty of excuses for drinking and plenty of young bloods to help him do it. The primrose path of dalliance is always in bloom for Young Joe College.

With respect to this and similar problems, however, I am sure the function of deans and other administrative authorities is guidance and counseling, not whip-cracking and penalizing. You cannot be expected to put up sternly worded signs at every turn-off from the straight and narrow path. You can hardly have members of your staff snooping around fraternity houses at social functions, or on patrol in the bars and grills with neat "Dean's Office" brassards on their arms, checking identification cards, testing the amount of alcohol in the blood stream and, if need be, calling the Black Maria to hustle Hapless Harry off to the cells behind the Dean's Office to await tomorrow morning's meeting of the Faculty Committee on Student Discipline.

You can, however, take persistently excessive drinking on the part of individuals or groups very seriously and, when you have failed to stop it through your own efforts and through the Student Government, you can and should crack down on it. The individual who does not respond to patient counseling should be sent home for a semester, or a year, or for good. A fraternity which, in spite of warnings and several stretches on social probation, persists in violating liquor and social function regulations, the members of which are always found at the hard core of rowdyism and at the bottom of the scholarship standings, should wake up some morning and find that university recognition has been withdrawn, and they are now un-Greeked mavericks. But, I want to emphasize emphatically, I would not take punitive action against either an individual or a student group until every resource of counseling and guidance and persuasion has been used without success.

I come now to student behavior that falls in the category of delinquency and crime, on or off the campus. Having heard me speak so vehemently about the Demon Rum, you may well expect me to advocate boiling in oil, or drawing and quartering, for any student who cheats or steals. On the contrary, I am likely to be fairly tolerant or, at least, understanding of this sort of conduct in most cases. Students cheat by copying from another person's bluebook or carrying cribs into an examination for a number of reasons, but only in the minority of cases because of what we call moral turpitude.

Some students cheat in college because they cheated in high school without being caught, or had a blind eye turned on their cheating if they were star athletes in prep school. With them it is a bad habit that needs to be rudely broken. Others cheat because they are unprepared and desperate, whether their unpreparedness is due to illness, laziness, or procrastination, or inability to handle the course, no matter how hard they try. Some of these cheaters need counseling, others need tutoring. Both the bad habit cheaters and the bad preparation cheaters are appropriately penalized by being given an F in the courses in which they are caught cheating, and will usually be helped by a period on probation, or a semester or two in absentia.

Another group of cheaters includes those who are mature and sometimes brilliant students, who cheat in advanced courses and on an elaborate scale, and do so because they are competing for scholarships, or are working for degrees so essential to their professional futures that they feel any means to the end are justified. Sometimes students in this group cheat because they are intellectually cynical and basically amoral and take dishonest practices in their stride.

I have no formula for dealing with this group of super-cheaters. The determination that must be made is whether or not they can be salvaged and are worth salvaging for university life and for the professions they hope to enter. Intellectual ability, emotional stability, maturity, the family situation, and everything else that can be learned about the person's life history and present social and economic situation should be weighed. A psychiatric diagnosis is desirable, and the proper disposition of a case of this sort is often to require the offender to drop out of the university, urging him to seek psychiatric treatment, and placing a bar on his future registration with the understanding that affirmative evidence of improvement in insight and motivation will be required if and when he is considered for readmission.

Cheating is a field in which specific preventive measures must not be neglected. In some courses faculty members, teaching assistants, or others proctoring quizzes and examinations are guilty of gross negligence. They permit students to sit at tables, practically cheek by jowl, or do not bother to require proper spacing where there are single seats. They are inattentive and sometimes leave the room for protracted periods. Vigilance is not the only answer to

cheating, of course, and is the least desirable way of combatting it. But, unless an institution or a particular course is being conducted on the honor basis, there is no excuse for a lax system of proctoring that tempts the desperate student to cheat and encourages the cynical and chronic cheater to think the faculty do not take it very seriously.

Theft on the campus is comparable in many ways to cheating. With books and other articles, of limited value but easily disposed of for a few dollars, lying around everywhere, there is constant temptation for students who have not yet got over the sticky-fingered habits of boyhood to steal from other students in their living units or to take books, slide-rules, and so on wherever they find them. Others are existing on a shorestring and are desperate enough to steal to survive.

Without condoning student theft, I want to say that no great moral turpitude is involved in most cases of this sort, and it is certainly not necessary to cast every student found guilty of theft into outer darkness. Restitution, probation and counseling are usually in order, unless the careful study of the individual which should precede every disposition of a case reveals a highly unstable person, or one who for some other reason than the offense of theft alone should be separated from the university.

Thefts off the campus will usually be of the petty type, and are frequently of articles wanted as souvenirs or trophies, or are committed by students who have been drinking and steal something they would never think of taking if they were in full possession of their senses. These offenses, as well as disorderly conduct, drunken driving and other serious traffic offenses, often lead to arrest, appearance before a municipal court, and imposition of a fine, short jail sentence, or probation. The university authorities are justified either in considering this sufficient punishment or in imposing some penalty of their own. At Berkeley, in cases of minor importance, we usually put the student on probation and, if he is also placed on probation by the court, the Dean's Office works in close collaboration with the County Probation Department.

There is one other group of offenses that I would gladly dodge discussing, but feel that they are too important to pass over. These are the sex offenses, which range from ordinary sexual misconduct to voyeurism (Peeping Tom cases), homosexual behavior, molesting children, assault with intent to commit rape, and actual rape. Any large university,

especially in an urban setting, is certain to have a number of cases of abnormal or aberrant sex behavior in the course of a year, as well as cases of normal but illicit behavior. Even a small college is fortunate if it never has a problem of the most serious type to face.

If the case is a serious one and leads to police and court action, the appropriate way of handling it is to let the law enforcement process take its course and, if the student is found guilty, to separate him from the university either permanently or temporarily. You may be surprised that I say "temporarily." We know a great deal more nowadays than we used to about sex offenders, and no longer lump them all in one category as abnormal, dangerous and incurable people. Only a relatively small percentage fit this description. The mental hygiene and correctional institutions of this State, utilizing group and individual therapy, have had marked success in treating sex offenders and restoring them to well-adjusted lives in free communities. In dealing with students who have committed sex offenses of the aberrant type, a college or university has an obligation to the other students to separate them from the university, but not necessarily to bar readmission forever if a particular student has superior potentialities in other respects and the prognosis for future adjustment is good, and if finally you get a favorable report on it.

I just made a note at this point to say something about coeducation, because I am about to talk about the panty raids, and since I am talking about sex offenses. I have been asked frequently whether I think that panty raids have sexual implications, beyond a raid in which they took, for example, a trophy such as the ax down at Stanford, which I hope my boys did not steal, but maybe they did. (Laughter)

I doubt that in the case of most people participating in a panty raid there is any sexual implication. I think you all know about fetishism, where people have an abnormal fixation on women's undergarments as a symbol of sex. You have it in preparatory schools, and in colleges. Frequently it is not understood, although I suppose nowadays everybody does. Boys in preparatory school break into the cottage master's apartment and steal sometimes shoes, sometimes stockings, but more often more intimate undergarments.

So in fetishism, you might have fetishism actually in work in some members of a big crowd, but I would think not often, and I will say in passing something I had not mentioned,

that the champion panty raider of all times is the former University of Chicago student, Heirens, the lipstick murderer who began by stealing women's undergarments, and when he was first caught as a boy, he had as high as 140 put away in a box. He then went on to burglary, and in breaking or entering, it had sexual implications in his case, and in his case it resulted in sexual gratification. He finally killed three women, or three people. The first one woke up and he killed her to quiet her. My guess is that by the time the second one woke up, it was a sexual murder. And the third was the murder of an eight year old child, the Degnan girl, whose body, completely cut up, was found in the storm sewers in the neighborhood where he lived.

He was a sixteen year old Chicago University student. Don't ask me how he got in there, because he was dumb as could be, all the examinations showed, and that boy is now serving three life sentences, about forty sentences of 20 to 30 years, or something like that, for the burglarizing and so on. We will have to put him down, if anybody wants to admire panty-raiders, as the real leader of the group. If the students want somebody to admire, then Mr. Heirens is in the Illinois State Penitentiary for them now to admire.

I want to say I did intend to speak of coeducation. I was brought up in one of these militantly masculine colleges, Bowdoin. I now teach in a coeducational college. I want to say that I am sure we have less sexual problems in a coeducational school than we do in the other type, the all-man, unless that second one is located in a large community where they have a chance to go and take girls to dances and to the movies and so on, and have very natural outlets for their normal interests. In other words, the all male colleges educate, but they don't "co," (Laughter) and the coeducational colleges do both. I am now sure that the coeducational atmosphere is better, and that we will have less sexual problems of both the normal and the abnormal type in coeducational institutions than in the all-male. I do not know about the all-female.

Having blown my trumpet very sweet and low on some of the less lurid phases of student misconduct, I am now ready for a blast fortissimo on the subject of mass student disorders, with special reference to the recent occurrences on our own Berkeley campus.

The University's administrative officers are ashamed of our panty raid of May 16th, and so are the great majority

of our students. We are all chagrined that it could have happened, and that we were so smug as to think that this particular form of insensate behavior could sweep across the country and not touch the Berkeley campus. With the Radiation Laboratory in plain sight up the hill, we forgot what a chain reaction can do.

It is no comfort to us that our affair was only one of a long series of disorderly episodes that have occurred in every section of the country in recent years, and on the hallowed campuses of the Ivy League as well as in more bourgeois institutions. Only two weeks before our disturbance, for example, a spring-time prank got out of hand on the University of Pennsylvania campus. According to the New York Times, when the outbreak reached its height, with 500 students involved, hordes of policemen entered the fraternity houses, handcuffed and chained students to each other, and started sending them en masse to the police station cells. When it was all over, there were two policemen in the hospital and an estimated 170 students in cells awaiting arraignment on charges of disorderly conduct, breach of peace, inciting to riot, and assault and battery.

It is true that our raid was not as bad as it was painted in the daily press. Some papers described imaginary scenes rivaling "The Rape of the Sabine Women." Actually, there were no girls, naked or otherwise, carried screaming from their houses. But the affair was bad enough, and no amount of tolerant smiles from alumni who fondly remember their own undergraduate pranks can sweeten up the picture. Hordes of students pushed into sorority houses and other women's living units, sometimes breaking doors and windows to get in, streamed up the stairs to the second and third floors, and out again. Furniture and rugs were damaged. The marauders paid little attention to housemothers or student leaders who tried to stop them. They did not resist the police, for the police gave them next to nothing to resist. The loot most eagerly sought and most exultantly carried away was lingerie, and if ever a conqueror waved a sillier banner than a poor little freshman's panties, I do not know who or where it was. But expensive formal dresses, money and jewelry were also taken. The loss and damage ran to more than \$10,000 and some girls lost practically their entire wardrobes.

The next morning the student body -- participants, observers and the great majority who did not until then know the raids had taken place -- woke to a realization of the

extremes to which the excitement engendered by a simple water fight had led, and what damage had been done the good name of the University. Water fights are forbidden by University regulations, by the way, because experience has shown that they are frequently the fuse that sets off a real explosion. It would take too long to recite the steps taken by the University authorities since the affair, and I hope all those attending this Conference have obtained copies of the comprehensive 33-page report prepared by the Chancellor's Office and Dean of Students' Office and published in a special issue of the Daily Californian on June 5, 1956. The administration pulled no punches in its efforts to get the whole truth as to the type and degree of participation by individuals and groups, to bring about complete restitution for damages and loss, and to impose penalties that would make it clear not only to guilty individuals but to the entire student body that disorder and misconduct of this sort would not be condoned or tolerated.

Perhaps the most important point is that the Chancellor and the Dean of Students sought and secured the wholehearted cooperation of the Student Government and gave the Men's Judicial Council, the Interfraternity Presidents' Council and other student bodies as much responsibility for investigation and penalizing as it was practicable for them to assume under the pressures of the final examination period. The fraternities and other living groups, including some which did not participate in the raid, assessed their members a sufficient amount to make complete restitution for all losses and damage. Sororities and women's dormitories made voluntary contributions to the restitution fund. Fraternities placed approximately 200 students on social probation for a year.

The University Committee on Student Conduct took action in the cases of approximately 80 men reported by house-mothers and women students as active participants in the raids. Each man was given a careful hearing, with a representative of the Student Government present, and had ample opportunity to defend himself. As a matter of fact, most of the culprits were surprisingly frank about what they had done. Each man's academic record and a variety of other pertinent factors were taken into account in deciding his case. Five men were cleared, and the penalties imposed on the rest included dismissal from the University in two cases and suspension of two others, bar to future registration for two semesters in 18 cases, official censure for two semesters in six cases and for one semester in eight, a penalty which prohibits participating in athletics or other student activities, and probation to the Dean's Office in 33 cases.

There are some alumni, faculty members and students who feel that the penalties imposed are too severe. I believe that, if they had sat on the Faculty Committee on Student Conduct and heard all the evidence, as I did, they would change their opinions.

Can you take a little more? I don't know how you could possibly say no. (Laughter) I can see you better now. The light is changing, and I can see some of you are sagging. (Laughter) So am I, frankly. (Laughter)

I submit that such affairs as the riots and panty raids that have taken place since the spring of 1952 in institutions of higher learning all over the country -- at Harvard, Yale, Columbia, Pennsylvania, Wisconsin, Minnesota, Kansas, Brigham Young, Southern Methodist, University of Southern California, Stanford, and here at Berkeley, to mention only a few --[if they are not firmly handled, are bad for the students in that the stamp of tacit approval is put on their feeling that they are a privileged group of human beings, not subject to the same laws and regulations, or even the same conventions and unwritten rules of conduct, as ordinary mortals. It tends to delay the maturing process, which is already far behind schedule in many of them.

Moreover, such an affair is bad for all colleges and universities, not merely for the one where it occurs. That institution may get a bad name in the press all around the world, especially if the disturbance has some sexual implications that the press can play up. But the name of the specific place where it happened is soon forgotten, and we all carry the bad name. Our attitude toward serious student misconduct, individual or group, will strengthen or weaken the opinion of millions of people who already think that college and university administrators and faculties are complacently tolerant of reckless and even lawless conduct on the part of students, that we do not insist that they grow up, that we indirectly if not directly encourage a sense of special license to be irresponsible, instead of a sense of special responsibility because of the special opportunities and privileges they are receiving as students.

Finally, disorderly conduct on the part of students, especially of the violent type, is bad for society generally and in one very specific way. As everyone has read, juvenile delinquency in the United States has apparently gone up at least 50 per cent in the past five years. But the most sinister

aspect of delinquency today is the aggressive, violent, at times sadistically cruel behavior in which large numbers of juveniles and youths are involved. Such offenses appear to have increased greatly in frequency; they most certainly have in degree of violence. I could make your blood run cold with accounts of some of the forms they take, such as "wolf packs" and "rat packs" beating small boys, legless veterans, and harmless old ladies into unconsciousness. One of the milder forms is party-crashing by large groups of youths who use rocks, knives, brass knuckles, flailing chains and other weapons on anyone who tries to keep them out.

This may seem to you a far cry from student raids and riots. There is a closer relation than you think. So-called white-collar crime, crime committed by the higher socio-economic groups in pursuit of their businesses and professions, tends to set the standard of honesty for people on the lower levels of society. In the same way, mass misconduct on the part of people who should know better -- all the way from strikers armed with lead pipes to a student mob -- helps to set the pattern of behavior for underprivileged youths who are turning against individuals the hostility they unconsciously and consciously feel against a society which has given them a rough deal.

You will undoubtedly think that I have pressed this parallel too hard, and am applying the terms mob and riot to what is, after all, merely a case of some high-spirited college boys working off a spring fever. If I may be personal, it so happens that there is nobody in the prison field who has dealt with more rioting mobs than I have: not just studying the causes of riots after they have been brought under control, but dealing with them when they were in full swing. My opinion on the subject is not based on theory, but on harsh reality. A mob of any type or composition is an ugly and terrifying thing. If I had the responsibility and power, I would bring a mob under control at the earliest possible minute, whether it is a mob of prison rioters, or striking workmen fighting the State Police outside an industrial plant, or a mob of farmers upsetting milk trucks in a price war, or a mob of students in hand-to-hand battle with the police in historic Harvard Square, or a mob of panty-raiders on our own California campus.

But bringing a riot under control and penalizing the participants is not enough: we have then to take steps to see that we do not have another. We have not finished dealing with our Berkeley affair, of course, but have only begun. Next fall

Student Government officers and committees, leaders in the fraternities and other living groups, the Dean of Students and the University authorities in general will have to start the long and difficult process of making the student body as a whole realize that a disorderly and destructive mob cannot be viewed with tolerant smiles and its actions dismissed as mere pranks because it is composed of students who have an attack of spring fever.

This slow process of counseling and indoctrination must go on continuously, though it can obviously not be on the forced-feeding basis. New students are continually entering and the memories of students are short. Past experience indicates that the memory of a spectacular event and its dire disciplinary consequences may remain vivid for a little more than a college generation, perhaps six or eight years, and that reliance can safely be placed only on the successful development of a student body tradition against mass disorders, not on the memory of severe disciplinary action.

You will have noted that in the course of this talk I have referred repeatedly to the need and value of counseling. What I have in mind is not merely individual counseling, which is an accepted and well-established procedure in educational institutions, although it is too frequently hit-or-miss and haphazard in application, carried on by personnel of good intent but little training or natural aptitude for counseling, and brought into play only when a student's problem has reached the point where it may be too late for counseling. Not only should individual counseling be strengthened and systematized but also, in my opinion, group counseling programs have great potential value for colleges and universities.

I do not mean having a faculty or Dean's Office counselor talk to students in groups and answer a few questions at the end of his talk. Group counseling, like group therapy, seeks by tactfully guided but freewheeling discussion to find the answers to questions and the solutions to problems in the minds of the group members, not in the mind of the counselor. Its aim is to increase the participants' insight rather than to cause them to accept principles and standards because the group leader has presented them convincingly.

Group counseling does not go as deep as group psychotherapy and does not require that all the personnel engaged in it have training in psychiatry or clinical psychology. It should not be undertaken by everyone who has a warm heart and

a desire to help young students, but there are many people on the average college or university faculty who, under skilled direction, would make excellent group counselors.

I can think of no more effective method of developing sound and enduring university traditions based on high ethical standards than a program of individual and group counseling, carried on unostentatiously but systematically, and utilizing volunteer counselors under the leadership of an expert counseling director or staff.

It may be argued that it is not the function of the college or university to do this sort of thing: that we are educational institutions, not day nurseries or Sunday Schools. I think it is time we dropped the wholly unrealistic idea that all college students are fully mature men and women, and that our task is to educate them -- to fill up the intellectual tank with high-test, no-knock fuel -- but not to concern ourselves with their philosophy of life and their ethics unless they have enrolled in a course in philosophy or ethics, or unless they get into some sort of trouble which requires disciplinary action.

Without overdoing it, I think the college or university should be considered as being in loco parentis, at least with respect to freshmen and sophomores who are chronologically and psychologically immature, who are often bewildered and befuddled by all the complexities and wonders of the campus world, and who are suddenly facing problems on which they desperately need guidance. Perhaps this is an old-fashioned, paternalistic idea. But that is the way I feel, and in my lifetime I have seen too many juveniles, youths and adults who are floundering hopelessly for lack of help and counsel to feel otherwise. Is it an unworthy aim for the college or university to try to graduate young men and women who have sound characters and well-adjusted personalities as well as trained minds? My life experience tells me that it is not, but on the contrary, the true and worthy aim of our American colleges and universities.

Nobody has stated it better than the late President William DeWitt Hyde of my own college, Bowdoin, who defined "The Offer of the College" in these words:

"To be at home in all lands and all ages, to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own;

to carry the keys of the world's library in one's pocket and feel its resources behind one in whatever task he undertakes; to make hosts of friends among the men of one's own age who are to be leaders in all walks of life; to lose oneself in generous enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are Christians -- this is the offer of the college for the best four years of one's life."

Thank you. (Prolonged applause)

PRESIDENT HOCUTT: Professor MacCormick, I cannot begin to express to you our gratitude for this excellent way in which you have concluded for us what I believe has been a most interesting and informative conference. I am delighted that we finished our meetings this morning because anything that we might do after your very fine address would very definitely be an anti-climax.

We enjoyed both your humorous prologue, and the heavier part of your presentation. I am sorry that you had to cut out portions, but I am delighted that there will be available the full text which we may read and study after we return to our homes.

Are there any announcements that need to be made?

Once again, I would say "thank you" to the Stones, and to the Winbiglers, and to all you Californians for making our stay here so pleasant.

I declare this Thirty-Eighth Anniversary Conference at an end. (Applause)

... The Conference adjourned at two-forty-five o'clock ...

APPENDIX AREPORT OF THE SECRETARY

April 1, 1955 to June 1, 1956

To the Officers and Members of the Association:

Your Secretary submits the Annual Report of the Secretarial activities (to which is appended the report of the Treasurer) for the period April 1, 1955 to June 1, 1956.

Membership in the Association

The membership has increased for the tenth consecutive year, and at June 1, 1956, stands at an all time high of 272. The analysis of growth is as follows:

Membership at April 1, 1955	249
New members approved at Purdue Conference	7
Members approved in 1955-56	<u>17</u>
	273
Membership discontinued	<u>1</u>
TOTAL membership at June 1, 1956	272

Member institutions are in all 48 states, the District of Columbia, Alaska, Hawaii, Puerto Rico and Canada.

New Members of the Association

Seventeen institutions have applied for membership, have qualified, and have been approved by the Executive Committee during the period.

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Baylor University	Waco, Texas	Monroe S. Carroll, Provost
Carthage College	Carthage, Illinois	Leroy H. Giles, Dean of Students
Fisk University	Nashville, Tennessee	W. T. Green, Dean of Men
Fordham University	New York City	Victor R. Yanitelli, S. J. Director of Student Personnel Services
Henderson State Teachers College	Arkadelphia, Arkansas	Paul W. Cauffiel, Dean of Students
Hillsdale College	Hillsdale, Michigan	E. Robert Chable, Director of Student Personnel

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Long Beach State College	Long Beach, California	F. J. Flynn, Dean of Students
Louisiana Poly-technic Institute	Ruston, Louisiana	S. X. Lewis, Dean of Men
McNeese State College	Lake Charles, Louisiana	Ellis Guillory, Director of Housing
Central Michigan College of Education	Mt. Pleasant, Michigan	Daniel J. Sorrels, Dean of Students
State University Teachers College	Buffalo, New York	Gordon J. Klopff, Dean of Students
University of Pennsylvania	Philadelphia, Pennsylvania	George B. Peters, Dean of Men
San Francisco State College	San Francisco, California	John L. Bergstresser, Dean of Students
Southwestern College	Winfield, Kansas	Donald L. Colburn, Counselor for Men
Union University	Jackson, Tennessee	Walter H. Kruschwitz, Director of Resident Students
Eastern Washington College of Education	Cheney, Washington	Daryl Hagie, Dean of Students
Xavier University	Cincinnati, Ohio	P. J. Ratterman, S. J., Dean of Men

East Carolina State Teachers College, Greenville, North Carolina, canceled its membership because of an economy program.

Deaths of Members, Former Members and Associates

Your Secretary regrets to report the deaths of seven members during the year:

Robert Ballantyne, Manager of Student Aid, University of Iowa.

Lysle Croft, Director of Student Personnel Services, University of Kentucky, December 1, 1955.

Maurice D. Helser, Director of Student Affairs, Iowa State College, April 26, 1956.

Donald C. Kerr, Dean of Foreign Students, Cornell University, February 22, 1956, at Jogjakarta, Indonesia.

Thomas Parkinson, Dean of Men, Berea College.

Waldo Shumway, Provost, Stevens Institute of Technology, March 8, 1956.

Henry Werner, Dean of Men Emeritus, University of Kansas, June 10, 1955.

Appointments, Promotions and Changes

We are sure this list is incomplete, but we have reported numerous appointments, promotions, and changes:

Dean to President	3
Dean to Vice President	4
Dean of Men to Treasurer	1
Dean of Men to Academic Dean	2
New Vice Presidents	2
Dean of Students to Dean of Administration	1
New Dean of Students	10
New Dean of Men	10
Assistant Dean to Dean	12
To Federal Post	1
Dean of Men to Placement Director	1
To Foundation positions	2
Dean of Men to Dean of Students	2

Retirements

Four members, who have given long and distinguished service to their institutions and the Association, have retired or are retiring this year:

Dean E. F. (Ned) Bosworth, Oberlin College
 Dean R. Malcolm Guess, University of Mississippi
 Dean Everette Hunt, Swarthmore College
 Dean R. L. Shoemaker, Indiana University

Representation at Conferences and Meetings

The Association, on invitation, has been represented at numerous conferences and educational meetings:

American Council on Education
 National Education Association
 National Association of Collegiate Registrars and Admissions Officers
 National Association of Deans and Counselors of Women
 American Personnel and Guidance Association
 National Association of Foreign Student Advisers
 Association of College Admissions Counselors
 Conference of Orientation Week Directors
 National Conference on College Fraternities and Societies
 Association of College Honor Societies
 National Independent Students Association

National Interfraternity Conference
 United States National Students Association
 Southern Personnel Conference
 Eighth Allerton Conference
 National Housing Directors Conference
 Association of College Unions
 Midwest Association of Scholarship Officers
 N.I.C. House of Delegates
 N.S.A. Study Evaluation Conference
 Fourth National Conference on Health Evaluation
 Educational Records Bureau Conference
 National Conference on Intramural Sports
 National Conference on Health Education
 Inaugurations (3)
 Centennials (1)

State and Regional Conferences and Workshops

We are sure this list is far from complete, but 8 state meetings, 3 regional conferences, 9 workshops, and 3 special conferences have been reported.

Warnings

Through the News Letter we have warned members of itinerant crooks and racketeers who prey on student communities: magazine solicitors, book salesmen, "social registers," and thieves. Our Association through the years has had a helpful record of apprehending these persons.

Publications

The Proceedings of the 1955 Purdue Conference, 235 pages, were published and distributed directly from Chicago by our reporter, Mr. Leo Isen, and were mailed three weeks after the Conference. Reprints of the Conference Addresses by Doctor Dana Farnsworth and Professor Howard Mumford Jones were also made available.

Seven regular and special News Letters were prepared and distributed including a valuable historical statement by Dean Scott H. Goodnight, Wisconsin, Emeritus. Thirty-nine publications were also listed or reviewed.

Placement Service

In our 1955 report, we stated that the transfer of all materials to Dean Arno Nowotny, University of Texas, NASPA

Placement Officer, would be completed in 1955-56. During the year, 83 older blanks have been removed from our files at the request of the applicant or because of lack of interest, 36 old blanks have been brought up to date and re-issued, and 21 new blanks have been distributed to the members. All files and materials have been sent to Dean Nowotny.

Work of the Executive Committee

Five meetings of the officers and Executive Committee were held during the year and were reported to the members:

1. April 19, 1955, at Purdue University.
2. April 19, 1955, at Purdue University.
3. May 27, 1955, at Allerton Park, Illinois.
4. October 17, 1955, at the Illini Center, LaSalle Hotel, Chicago, Illinois. At this meeting Dean Louis B. Corson of the University of Alabama, was named to replace Dean J. Thomas Askew, University of Georgia, on the Executive Committee.
5. December 1, 1955, at the Jefferson Hilton Hotel, St. Louis, Missouri.

In addition, there have been numerous communications by mail and telephone with all officers and Executive Committee members involved.

In Conclusion

Your Secretary has concluded his nineteenth year as Secretary-Treasurer of the Association and has endeavored faithfully to execute the instructions of the officers and directives of the annual conference. We would be remiss if we failed to mention the tremendous efforts of President John Hocutt to make every activity of the Association significant, and the unusual work accomplished by Deans Hurford Stone and Donald Winbigler in planning to the very last detail every element for the success of the 1956 Conference and the comfort and convenience of the members of the Association.

We would add the final note that it is clear that all of the officers and members of the Association conduct the

business of the organization at personal sacrifice, and on time taken from other duties even from needed recreation time. It is to the credit of all that in spite of the heavy load of administrative and official duties which they carry, they are all willing and ready to make this sacrifice for their fellow administrators, and consequently for the benefit of the individual student, who after all, is the unit for whom our efforts are directed.

Respectfully submitted,
FRED H. TURNER, Secretary.

TREASURER'S REPORT

RECEIPTS

Balance on Hand April 1, 1955	\$1,883.83
Dues Collected 1955-56	4,874.00
Dues Collected 1954-55	60.00
Dues Collected 1953-54	30.00
Receipts from sale of Proceedings	92.50
Receipts - mailing list for News Letter	3.00
Conference Receipts (Purdue)	2,948.50
Overpaid on Dues	<u>5.00</u>
	\$9,896.83

DISBURSEMENTS

Disbursements for 1955 Conference:

Speakers for Convention	\$ 480.35	
Purdue Union-Meals and Lodging	2,140.90	
Registration help	51.46	
Electrician's Service	60.00	
Photographic Service	9.00	
Posters 4.50, flowers 74.10	78.60	
Expenses Turner 33.42, Hocutt 62.70	<u>96.12</u>	
		2,916.43
Telegrams and Telephone		12.99
Stationery		161.75
Mimeographing		54.46
Stenographic Service		249.00
Reporting & Mimeographing 1955 Proceedings		1,704.80
Membership Dues:		
American Council on Education	50.00	
Nat.Conf. on Coll.Frat. & Soc. <u>25.00</u>		75.00
Magazines and publications for Distribution		28.75
Secretary's allotment		100.00
Postage		189.53
Executive Committee Expense		165.72
Railway Express		17.56
Picture for Dean Stibbs		6.00
Expenses to Meetings:		
Guthrie to Chicago	\$22.44	
Hocutt to Washington	30.40	
Knox to Chicago	16.56	
Winbigler to Chicago	17.50	
Boocock to New York	10.25	
Hocutt to New York	25.57	
Winbigler to St. Louis	226.93	
Hocutt to Cincinnati	99.92	
Hopkins to Cincinnati	<u>50.00</u>	499.57
Refund - Overpayment of Dues		20.00
1956 Convention Expenses:		
Printing programs, registration cards, etc.	223.00	
Gavel, Badges and Ribbons	<u>53.33</u>	<u>276.33</u>

6,477.89

BALANCE ON HAND JUNE 5, 1956

\$3,418.94

APPENDIX BCONFERENCE REPORTSCONFERENCE IGROUP I

Room 109, Dwinelle Hall, University of California, Wednesday,
June 20, 1956 - Topic, Dr. Darley's Address

DEAN SMITH: Dr. Darley's speech indicated a trend of educational patterns. A need to investigate all phases of our educational institutions.

DEAN DUTTON: Tradition has set many pitfalls in our educational program.

GROUP:

1. Personnel administrators are often poorly informed as to the real academic problems.
2. Stereotype action by administrators is often unfair to students; academic failure, transfer, etc. in the classified institutions.
3. There are times when classification of students by ability, need, etc., and the type of institution may help or save a student.
4. Size of institution, social manipulation, and the personnel needs should be fundamental on the part of the administrator as to advice and counseling.

DEAN BURGER: The importance of the counseling by the personnel administrator determines the academic value of the institution.

GROUP:

1. We have no validity in any of our actions for prediction processes.
2. Often studies by research on the needs of students show only that we can predict the unpredictable.
3. Classification by colleges has caused a stereotypical classification of high schools. No end to this type of classification.
4. Success in keeping students in colleges on different levels depends on screening and classification, and this of course starts your pattern of stereotyped classifications.

5. The term "stereotyped" may be an emotional, overloaded term that is over emphasized by faculty and administration.

6. Determining success through an academic program versus the whole program disturbs our ideas and patterns of college success.

7. The unique features of some institutions provides the varying qualities of stereotyped classification.

DEAN SPRANDEL: The greater the capacity to think and act by a college administrator will produce the differences and the complexities of thought on the human way of life.

GROUP:

1. We may have to discover why we have so many failures even when students are heavily endowed with intellectual ability.

RECORDER DEAN: We may need to discuss Dr. Darley's meaning of classification by educational institution; i.e., state, liberal arts, and large university systems.

GROUP:

1. The altering of objectives by institutions shows the needs for the liberal arts, state, teachers colleges, and large university systems.

2. Greater differences often occur within the classification: i.e., the proven differences in the technical colleges. There is a need for variety and diversion within classification.

3. The lack of validity in classification adds to the woes of the administrator in classification of needs and steps of remedial action for students.

DEAN LLOYD: The remarks have not supported any uniformity and diversification is the real definition of the American educational system.

DEAN DUTTON: Most schools have a general or specialized curriculum but we still do not function until we provide the individual student with a satisfaction of his needs and wants.

SUMMARY:

The panel decided Dr. Darley's speech only set in motion a discussion of the wide variety of needs for American

education and our attempts, on a college pattern, of satisfying all the demands and needs of the public.

Submitted,
Dean James W. Dean, Coe College
Recorder

GROUP II

In pondering aspects of the address on "Diversification in American Higher Education," the members of Group II focused their attention primarily on potential problems associated with the anticipated flood tide of student enrollment.

One of the basic questions first raised was whether priority should be given in higher education to the maintenance of quality in the educational process or to the increase in expansion of physical facilities and services to handle the oncoming crowd of students. The tenor of the discussion reflected the urgent need to uphold high academic standards in the face of and concurrently with expansion of facilities and services. It was pointed out that, in certain states, legislative pressures are mounting against expansion in state tax-supported institutions of higher education. The consensus was, however, that state educational institutions would have to bear a large share of the burden in handling the increasing enrollments under the assumption that private institutions and junior colleges are limited in their capacities to absorb significant enrollment increases.

Several solutions were suggested in answer to the problem of containing student enrollment within desirable bounds. The raising of academic requirements for admission, in state as well as private institutions, was proposed as one means of restricting enrollment, and various procedures now being followed by several of the state and private institutions represented in Group II were pointed out. There was general agreement that an alternative solution, particularly for the state institutions, lies in making more rigid the academic standards for continuance in school and in earlier weeding out of students unable to meet the academic requirements of the institution. As a corollary to the problem, the desirability of closer scrutiny of policies pertaining to the admission of transfer and out-of-state students was pointed out, along with the potential danger of developing, through too rigid admission requirements in these areas, an attitude of provincialism in the total educational picture.

GROUP III

Dean Trusler opened the meeting pointing out that the purpose was to discuss the implications of Dr. Darley's address for student personnel administrators and their programs. He stated that the best procedure would be to permit the interrogators and the representatives to raise problems concerning the role of personnel administrators in meeting the future problems of strong growth in college enrollments.

Dean Knox of Miami, Ohio, pointed out that the picture of diversity in higher education portrayed by Dean Darley was somewhat discouraging but one which had critical implications for NASPA members. He stated that apparently NASPA was aware of the uniformity of the problems for all types and sizes of institutions because for the first time discussion groups were established on a purely alphabetical basis rather than the size or type of institution. Dean Knox went on to raise two questions which he considered basic to meeting the problems of increasing enrollments and diversity in higher education. First of these was how to develop devices and procedures for student personnel staffs to meet the problems, and second, since staff increase will not be very likely, how to develop techniques of more efficient operation of student personnel services which will not water down the programs.

After considerable discussion the group agreed upon six fundamental problems for consideration within the limited time. All the discussion centered under these six main topics. Dean Matthews of Missouri stated them as follows:

1. The problem of limiting enrollments through selective admissions.
2. The development of faculty centered advisory programs to utilize more faculty advisory services.
3. The addition of new staff members in the student personnel office.
4. The development of student leaders and the assigning of responsibility to students.
5. Re-evaluation of student personnel programs to determine the contribution of each phase of the program and whether integration and elimination of services can be achieved.

6. A nationwide research study to establish relationships between staff, services and resources, and the total amount of financial support per student in terms of these services. This is a recommendation to Commission IV as a potential project for establishing general standards of staff and services in terms of budgetary needs.

Topic 1. Selective Admissions.

Dean Fogdall of Lewis and Clark College pointed out the need for more careful selection because it was his belief that the coming increase in enrollment would probably be a "tidal wave of mediocrity." He pointed out that Dr. Darley had indicated that currently 43% of college students were in the lower half of their high school classes. He also pointed out that the private colleges will not be critically affected because most of the additional students will attend low-tuition state schools.

A question was raised by Dean Truitt of Michigan State College as to a definition of mediocrity. Dean Fogdall replied that he was referring to the student who goes to college mainly for social purposes and had a poor high school background. Dean King of Michigan State requested the group to indicate how many of their schools were required to take students regardless of their high school achievement. He indicated that there would be a critical problem of establishing criteria for determining who would be refused admission.

Dean Nygreen of Kent State argued in favor of permitting all students who meet certain minimum requirements in high school to enter college because there was no clear method of definitely determining which particular students would fail. Dean Woodruff of Kansas supported this viewpoint and quoted a study on his campus of last year's 1200 graduates, which indicated that if restrictions had been placed on their admissions four years ago, 250 members of the graduating class would have been excluded. Dean Wright of Kansas State pointed out that students would go to one college or another and that we needed to work out ways and means of coping with the students at all levels. Dean Matthews of Missouri believed that all high school graduates should be admitted, but that some technique of limiting number should be established. Dean Wright countered that Missouri people were coming to Kansas because of inability of Missouri colleges to provide dormitory space. Dean Matthews agreed that this problem was leading to a movement to delimit out-of-state enrollments which had already gone down 3% nationally in the last three years.

The group agreed that it was desirable to have a certain percentage of out-of-state students in college and that the reduction below a reasonable figure would be detrimental to the college program. Dean McAuley, Marquette, concluded that the five months' study reported by Dean Darley indicated that there really was little diversity among schools regardless of their classification. He postulated that that uniformity among colleges probably resulted from the small school aping the large school. Where the big schools lead, the little schools follow. He emphasized, however, that there will probably be a greater diversity in our attempts to meet the new problems because local factors will demand individual solutions within the framework of local pressures. Dean Van Valkenburg of Los Angeles Junior College posed the idea that the Junior College takes the overload from the larger college and that the California group plan to set up procedures for more careful selection and retention. This plan is to be based upon a study of students who have been dropped and permitted to return.

Topic 2 - Faculty Centered Advisory Programs.

Dean Eppley of Maryland highlighted this topic by stating that we must return to the concept that the teaching faculty has a responsibility to help the student develop socially and ethically as well as intellectually. He recommends borrowing from the English system of faculty tutors, thus returning responsibility to the faculty. It was his belief that students desire to develop personal contacts with professors in their major departments and that the development of such a program might well relieve student personnel staff for more specific functions. Dean Martin of Kentucky suggested that perhaps student personnel people may have brought this upon themselves by their efforts to centralize counseling services in their department, thereby limiting faculty participation in advisory functions. Dean King of Michigan State emphasized that the faculties of most schools are already carrying a heavy teaching load and that many would just prefer to eliminate students rather than assist them in successful achievement. Dean McAuley reiterated that this is one of the results of small schools aping the large university by over-emphasizing research to the detriment of teaching, even to the extent of basing salary increases and promotions principally upon research. The faculty, therefore, is mainly interested in teaching and research to protect its own welfare rather than diminishing its opportunities by assisting students. Dean Fischer of Menlo College and Dean Eastwood of Los Angeles State both emphasized the essential need to return a large portion of

student advisement to the faculty. Dean Truitt of Michigan State briefly outlined the college-centered program at Minnesota which takes a tremendous load off the central counseling staff.

Topic 3 - Staff Increases.

General agreement was reached that it is unlikely that student personnel people expect staff increases proportional to the increased enrollments. Basic reason for this lies in the fact that we do not know the exact ratios of number of staff needed for various services to student enrollment, nor do we know the relative need for budget appropriations based upon number of students served and type of services offered.

Topic 4 - Utilization of Student Leaders

A rather heated discussion of the pros and cons of utilizing student leaders in taking some of the responsibilities of student personnel services was participated in by several members of the group. Dean Knox of Miami strongly advocated the use of student leaders in the orientation program, the administration of fraternities, the control of the social program, and the administration of student activities. His Ohio colleague, Dean Nygreen of Kent State took the opposite view that students were too immature and inexperienced to be given such responsibilities. Although peer groups are sometimes effective in control areas, extreme limitations must be placed upon student participation in the administration of the program. Dean Nygreen pointed out further that the deans of women have advanced far in the utilization of women student leaders, but only in residence halls and orientation programs. The group generally felt that students could make contributions but were inadequate to resolving most of the critical problems of the future.

Topic 5 - Evaluation of the Student Personnel Program

Dean Wright of Kansas State spoke in favor of re-evaluating the structure of our programs with a view to determining their efficiency. Dean Martin of Kentucky reminded the group that such evaluation usually result in a call for an expansion of services, whereas future problems indicate a critical need to evaluate for purposes of integration and possible reduction of services. The period of "empire building" in this area has probably ended. Dean Nygreen suggested the possibility of making most student personnel services voluntary

for the student, thereby eliminating much of the routine phase of the program which may not be making a contribution to those served.

Topic 6 - National Research Study

The most significant discussion and recommendation developed by Group III was that dealing with a national research program in student personnel, having as its focal point the establishment of standards and norms of accepted practices and organization with particular emphasis upon the ratio of expenditures, size of staff, and number and types of services to the number of students enrolled and utilizing student personnel services. Dean Fogdall of Lewis and Clark recommended a study of relationship of the student personnel budget to present student enrollment to determine the budgetary need proportionately for anticipated enrollments. Dean Flynn of Long Beach State College supported this premise by pointing up the need for norms and formulas to help establish staff and budget requirements to assist in long range budget planning. Dean McAuley, Marquette, strongly advocated an analysis of the ratio between personnel staff and services to number of students enrolled and number of students utilizing services. He recommended strongly that NASPA set up standards based upon normative studies of acceptable organization and practices in current student personnel programs.

Deans King and Truitt, Michigan State, pursued the view that such national norms might be detrimental to the development of student personnel programs, because each school must develop its own program within the confines of its particular community. They supported this type of study, however, providing it be done purely on a local basis consonant with the variables peculiar to the local situation. Dean Flynn of Long Beach State indicated that such a study would be highly desirable on a statewide basis among the small colleges in California. Dean Nygreen, Kent State, had some misgivings about the possibility of achieving norms because residency problems mitigated against achieving common indices. Dean Wright, Kansas State, pointed out that such a study would establish fundamental criteria to set up a prototype student personnel program and that the essential parts of such a program should lend themselves to basic evaluation. Dean Matthews, Missouri, concurred wholeheartedly in the need for this kind of research, stating his belief that there are basic factors and standards which could be established for an optimum program. Dean Truitt of Michigan State again reiterated that

Michigan State had already conducted this type of study and that it remains basically a local problem.

It was the general wish of Group III to recommend strongly to Commission IV that this kind of research study be given serious consideration because of its implications for long-range planning in student personnel programs to meet the needs of increasing enrollments and the continuing diversity in higher education.

Submitted by,

Dean Leslie L. Martin, Recorder

GROUP IV

DEAN WHEELER of University of North Carolina started discussion by asking the question, what did Dr. Darley say?

ALAN JOHNSON of University of San Francisco thought Darley's remarks could be confined to three areas all dealing with diversity. He listed these as institutions and their administration organization, the nature of the student body, and the philosophy of the faculty.

DEAN KELLEY of Santa Clara asked what did Darley mean by diversification? Is it a lack of uniformity, or is it a hallowed term among educators?

DEAN SIMES of Penn State summed up briefly his feeling that Darley's attitude regardless of diversification achieved the same results.

DEAN BAILEY of Sacramento State thought an explanation of the origins of the study would help understand Darley's commission. He briefed the group on the background of the higher Education study in California and the Carnegie study is a follow-up of this study.

DEAN BAILEY thought the chief purpose was to determine if there were overlappings in academic offerings by the California system. Also he thought recommendations were to be made on what system might be best.

DEAN DuSHANE of Oregon wanted to know how much time had gone into the study and he was of the opinion that diversities of institutions and faculties were such that it was

virtually impossible to classify.

It was generally agreed that the faculties of all schools wanted a chance to participate in research, they were all interested in professional stature and prestige.

At this point in the meeting it seemed apparent that there was a genuine concern over evaluation of personnel programs. LOWELL WALTER of San Jose State raised the point of the appeal the institution has to the masses. SCOTT of Redlands said he kept his ear to the ground for student comment. He found many students complained of duplication of course work. This is deadening. He thought this was Darley's point.

DU SHANE of Oregon felt it implicit in any grant that the project was open-ended, otherwise the project was a long way from completion.

SCOTT of Redlands wanted to know how many institutions have a follow-up study to evaluate their work. MARTIN L. SNOOK of Minnesota immediately replied this needs qualification. SCOTT explained a bit on the work done by Pace at Syracuse. MC LEOD of Northwestern facetiously commented that his evaluation would conclude that diversity was desirable, proliferation regrettable and the Ivy League over-rated.

BOYD of Northwestern also added his regrets to the manner in which the National Merit Scholarship program data is being used. Too many unwarranted conclusions may be drawn.

At this point the group discussion took a new turn with the remarks of DON MALLETT of Purdue spearheading discussion. He asked, "What about the individual in the coming crowd?" Mallett claims Darley was fitting his remarks into this area. Higher education is no longer a person-to-person relationship. We must find new ways to do old things. The solution is not solved by restriction at entrance. Where are we going to run with the ball when we don't even know where the goal line is?

DEAN BOOCOCK, Rutgers, asked what about mass media -- television, etc., as teaching aids? Had heard results not too good.

MALLETT: This is under pilot study in about 15 institutions.

SIMES, Penn State has done pioneering in this area. Findings not conclusive but results so far are worthwhile.

JOHNSON, San Francisco State: Where does the social development take place in the mass media field? How can the individualized job be done? How can you provide the out-of-class experience?

MALLETT: If this is done it will be on limited budgets. Personnel budgets will not keep pace with instructional areas.

SCOTT of Redlands: Vast sums are put into science. What do we do about human engineering? We are not helping enough instructors on how to teach.

SIMES: Let's get back to Mallett's remarks.

ROSS Ohio State: Didn't Kerr say and Darley mean that all faculty members need to become counselors?

HOLDEMAN, Oberlin: Oberlin has been investigating a plan experimented with in England. The school year will be shortened. There would be two colleges. College A would be on campus one semester. In the second semester College A would leave the campus and do independent study and College B would be in residence. This system presents better utilization of plant but does present problems in the areas of athletics, science lab work, staffing, etc.

WALTER, San Jose State: Let us not acquiesce to technical development. Let us plan a recruiting program to keep the human element in higher education.

SCOTT, Redlands: Personnel people need to put better foot forward. He recently studied 60 faculty handbooks. Of these only 10 adequately covered the personnel areas.

BAILEY, Sacramento State College: We need to do a better job of evaluating our programs if we expect to justify increased budgets and staffing. There is not enough consistency.

JOHNSON, San Francisco: This is extremely important.

BAILEY: We have not done enough at the National level. the health people have done a good job in this area.

It was generally agreed in conclusion that a statement of policy should be formulated which would provide better consistency and understanding in the semantics of our profession. Failure to understand exactly what the speaker or writer intended seems to be a weakness of our times. Anything NASPA might accomplish by stressing clarity and simplicity would be of wide benefit.

Submitted by,
Ray Hawk, Recorder

GROUP V

Chairman Stewart initiated the discussion period by asking Dean Blaesser (University of Utah) for any question or comment he wished to address to the group.

Dean Blaesser responded that he felt it was interesting to note that in the address of the morning by Dr. John Darley no explicit mention was made of student personnel services or of the student personnel worker. Dean Blaesser expressed the concept that he was even more concerned by the fact that Dr. Darley seemed to be referring to learning in the classroom only. This implicitly raised the questions: 1) What are the implications of the research study reported by Darley for NASPA? 2) What role are students to play beyond the classroom? and 3) Where do we as student personnel administrators fit into this picture?

This led to the question by Chairman Stewart, "Are personnel services being overlooked in the Carnegie study of diversification in American higher education?"

Dean Boslough (Westmont College) expressed the opinion that he felt Dr. Darley's paper dealt more with theoretical concepts rather than practical applications.

Dean McCown raised the question as to whether the research findings of the Carnegie study would actually influence students and their parents in their selection of a college.

Chairman Stewart wondered if the Carnegie study might not give us some data on the structure of our college student bodies enabling us to have some facts rather than casual observations and theories as to their make-up.

Mr. Richard R. Fletcher (Representing Sigma Nu Fraternity) brought out that in the study as presented by Darley no mention was made of the fact that diversity in higher education was created by the basic philosophies of the various schools along with their traditions and particular cultural heritage. Mr. Fletcher felt that the basic philosophy of an institution did tend to make for diversification and pragmatically pointed out that for many institutions, particularly in the East, deans of students could not be readily transferred from one university or college to another. Realizing that schools are unique with particular educational climates, is it possible to determine in which climate a student can do his best work?

Dean Stanley Benz (San Jose State) remarked that this question was related to the problem of what are we trying to do in higher education. In the state of California an endeavor is being made to meet many student needs. He pointed out that higher education is not all the same height. Schools must face the question as to whether they will present a specialized program or not. Similarly students need to decide (decisions subject to change) what educational climate is best for them.

Dean Robert Kamm (Texas A. and M.) reminded the group that Dr. Darley did not mention any of the specialists in higher education such as the business manager or the registrar and therefore he was not overly concerned about the fact that no mention was made of student personnel workers. Dean Kamm wondered if the student personnel movement was not in a period of change. It seemed that more concern was now being demonstrated for the development of the total individual rather than the development of specialized services per se. Dean Kamm felt that Dr. Darley was trying to provide student personnel workers a broader base upon which to do their job. Student personnel workers must conceive of themselves first of all as broad educators and must be aware of the total educational picture.

Dean Clifford Holmes (University of Redlands) expressed the opinion that Dr. Darley ignored the responsibilities of the faculty outside the classroom. He felt that this was a very important phase of the total college program.

In response to Dean Holmes' remark that he felt Dr. Darley was trying to pull down some myths and perhaps set up some new ones regarding higher education, Chairman Stewart asked if there was any reaction to Dr. Darley's question "Can a College be too small?"

Dean Robert Gordon (University of Southern California) expressed the opinion that he felt Darley merely wanted to emphasize the point that merely being a small college does not guarantee that the institution will have the merits and advantages that being small traditionally connotes.

It was pointed out that student personnel administrators are still faced with the problem of being fully accepted as an integral part of the program in higher education.

Dean Farrisee (Stevens Institute of Technology) felt that one way for student personnel administrators to be accepted was to teach a course occasionally. The question was raised as to how many were currently teaching. About 50 per cent indicated they were teaching some courses. A larger per cent indicated they had taught courses at one time or another.

Dean Hyink (University of Southern California) remarked that being accepted was more than teaching or being given academic rank. One of the difficulties involved is that older members of the faculty come through a different educational system and have a misconception of the present day role of student personnel services. It is good to see some progress being made with younger faculty members who have had a different view of student personnel work in their own more recent college experiences and who are accepting the new concept of student personnel work more readily.

Dean Holmes expressed the idea that part of the rift between student personnel workers and the faculty has been due to the behavior of the student personnel workers. There has been a tendency to become isolated specialists. There is a need to stress to students and faculty the role of the student personnel program in the total educational experience.

Dean Kamm agreed that personnel administrators have at times been their own worst enemies. He suggested that to remedy the problem of lack of acceptance of the personnel program by faculty personnel administrators should 1) get off the defensive, 2) accept themselves as an integral part of the total educational experience and 3) carry out their jobs in the best way possible.

Dean Holmes noted that several student personnel administrators had been selected for positions in the top level of administration in higher education in America. This he felt was good as a sign that the profession was being more generally accepted.

Chairman Stewart then asked if student personnel administrators made as much use of faculty as was desirable in carrying out the total student personnel program.

George Hood (Stetson University) felt that many times the dean of students accepts a case referred by a faculty member and is prone to refer to it as his case rather than as a mutual problem of the dean of students and the faculty member. Dean Hood felt that more cooperation should be encouraged between student personnel workers and faculty members.

James S. Allen (Texas Technological) introduced a word of caution in that he felt that in the coming years the faculty are necessarily going to have to take on more work in their own areas of teaching and research. Therefore it is important for the personnel worker to explain to the faculty members the philosophy and aims of the student personnel office. It was suggested that the dean of students may wish to have a part in the orientation of new staff members.

Stanley Benz (San Jose State) felt his school had made some progress in having the student personnel program accepted by faculty. Through an emphasis that the student personnel functions were to be considered as services, the faculty were asked what assistance they needed in working with students more effectively.

Bill Blaesser reported on another recent paper by John Darley entitled "The Faculty are Human, Too." Here Darley expressed his feelings more definitely regarding the role of student personnel workers in higher education. He suggested a few guideposts to assist personnel workers in being accepted more readily: Since personnel workers are in a minority they must go more than half way. They need to be familiar with current research in such fields as learning theory and related fields so as to be respected as one familiar with educational research. Personnel workers must express greater humility and use less jargon. Reports must be readable by regular faculty members. They must not over-emphasize to faculty their role in saving so-called weak students but should also do some work in assisting the able student to do outstanding work.

Dean Zillman (University of Wisconsin) pointed up the problem of keeping faculty members interested in assisting in the student personnel program. He felt that more work needs to be done in convincing the top administrative persons of the value of committee work and good teaching on the part of faculty

to the total student personnel program. He felt that even though lip service is paid to giving credit to faculty in these areas too much emphasis is usually given to research at the time merit salary increases and promotions are granted. It is a real problem to convince the proper university officials that faculty members who have given time and energy to the student personnel program need to be recognized.

Dean Zillman pointed out that the graduate school administrators and faculty are becoming a bit concerned because some of the better students are not going on to graduate school and are therefore becoming more and more interested in the importance of student personnel services in the lives of students.

Dean Zillman also pointed out that faculty members who now have children of college age are usually willing to assist in some way in the personnel program. They see the adjustment problems which their own children are facing and are usually more willing to assist in the total program.

Dean Hyink agreed with Dean Zillman that the problem of appropriate rewards for faculty who assist so diligently in the student personnel program is a real one. He also expressed the thought that students themselves can assist in promoting an improved student personnel program. The president of the student body can many times be a great help through his influence on the University President and student body. Alumni can also be of assistance.

Chairman Stewart rhetorically asked if the group felt they wrote a sufficient number of letters of appreciation to faculty members for their assistance along with carbon copies to the appropriate dean and to the president. Also were special letters ever sent to the deans and president regarding the service functions of a particular faculty member.

Chairman Stewart indicated that at Wayne University cooperation between the faculty and the student personnel workers was very good as illustrated by action of the faculty council: 1) student personnel services are to be considered as a part of the total educational process, 2) participation in student personnel functions is to be given due credit when increases in salary or rank are considered.

No general conclusions or recommendations were reached by the discussion group. It was felt that Dr. Darley's

address was one which would need further study and discussion in order to give consideration to the many points covered in it.

Director Jack W. Graham
Recorder

CONFERENCE II - Discussion of Dr. Cowley's Address,
"Student Personnel Services in Retrospect
and Prospect."

GROUP I

JIM FOY, Alabama Polytech.: This has been the best talk of the Conference to date. It raises the issue of new relationships with other organizations, such as the Deans of Women. Panty raids should be examined so that we will understand them and thus be enabled to more intelligently and fruitfully handle them. We have two new cultural habits that color student behavior and tend to minimize the riot prospect -- the automobile, making students more mobile, allowing him to go home weekends, keeps him from being bored, and the activities programs. Both tend to minimize overt destructive behavior. Best study, to date on mass student misbehavior was Chancellor Kerr's report on the May panty raid at California.

JUAN REID, Colorado College: Dr. Kerr's making available to us the complete study is a step in the right direction. It will help much to read it.

JORGEN THOMPSON, Augustana: How can we encourage members of our group to publish and distribute -- while it is "hot" -- information germane to this problem? How can such publication best be done?

DEAN X: Probably the Personnel & Guidance Journal is the best answer to that.

MALCOLM MUSSER, Bucknell: What do you do prior to a panty raid to prevent it?

JOHN MCKENZIE, Boston: Raids and riots are difficult to predict. Some years we have them, some years we don't. Weather, athletic fortunes, and other factors enter the picture. Education programs and communications to students are important

as preventatives. Explain why misbehavior is serious and is negative in its results to the university and to the individual student.

FRANK BALDWIN, Cornell: Fred Turner did research on raids which reveals clues. Balmy evenings, firecrackers make a difference. Two things should be remembered: 1) the women are responsible for much of it (work with Dean of Women to get girls to cooperate in prevention of the raid), and 2) warn the boys what will happen if they raid.

DEAN X: There are films available on "mobs" -- how they are formed, how they behave. It illustrates how it is "too late" once the mob gets started. This enlightens the student and does much to prevent mob action.

ELDEN SMITH, Bowling Green: Can't we get newsmen, publishers, etc. to cooperate? The publicity they often give is distorted and in most cases is adverse. Can't our public relations men at the colleges help somehow?

MUSSER, Bucknell: Work through the student government body to prevent this sort of thing.

WALT SPRANDEL, Albion: At Albion we have "bust-outs" to relieve the tension. The president of the Student Council, the Dean of Women and the Dean of Men decide when a "bust-out" shall occur. On such occasions students have free theater tickets, picnics, late hours, etc.

SHOFSTALL, Arizona State: Raids and riots can be good educational situations if, once they occur, they are used as such.

HURFORD STONE, California: Behavior of rooting sections should be studied. Mob action should be studied by students. We should strive to make of these incidents educational experiences both for those who went through it and for education leaders.

LONGNECKER, S.M.U.: We published on the front page of the college newspaper that all who participated in or encouraged a raid would be suspended. That did it.

LOUIS CORSON, University of Alabama: Student government and fraternity officers can do much to help in handling raids or disturbances. Also dormitory government officers are helpful.

DEAN X: What should be the role of the campus police?

BALDWIN, Cornell: Don't let the police manhandle the students, for if they do it becomes a challenge and what was otherwise a jovial affair becomes an ugly affair.

McKENZIE, Boston: If they are campus police, a full orientation should be held.

FOY, Alabama Polytech.: Positive student leaders can neutralize the bad ones.

BALDWIN: If proctors ask riot leaders their names, this tends to discourage their leadership.

DALE STRICK, Carnegie Tech: We must learn more about groups, collect more data, study it, use it.

DEAN X: We must organize our student governments and educate them to their mission.

ROBERT KAMM, Texas A. & M.: Other groups, such as ACPA, are interested also and we might well cooperate with them.

Submitted by,
Recorder William Stielstra
Group I, Conference II

GROUP II

In discussing Professor Cowley's address, many questions were raised, many thoughts expressed; but, in the main, discussion centered around the suggestion of a cooperative reporting agency involving all fifteen or so associations concerned in various ways with student personnel services. There seemed agreement that each of the many associations has its own niche but that each should have a better understanding of the others and such an agency as proposed would be valuable to the extent that all groups contributed.

Attention was called to the excellent work of Dean Fred Turner, Secretary-Treasurer of NASPA, in using his bulletin as a clearing-house within this Association. Mention was also made of similar reporting for NIC and NPC in IRAC.

Professor Cowley's stress upon the need for research to improve the effectiveness of student personnel services in meeting various problems created a variety of responses: "What areas should be studied? Who should do the research? What effect would results of such research have upon those involved in personnel work? etc. Suggested areas included: unauthorized student mass demonstrations, legal implications of personnel problems (i.e. withholding transcripts), effect of the outside public on disciplinary cases, differing methods of handling specific problems, tensions between faculty and personnel officers, and others.

As a result of its discussion, Group II, with unanimous approval, submits the following resolution:

BE IT RESOLVED: That Commission I explore with the other national student personnel organizations the possibility of establishing a jointly-financed and jointly-controlled clearing-house publication (such as a newsletter) to serve as a central means of communication on items of research, practices, policies, organization, etc. covering all facets of student personnel services.

Group II also recommends that an effort be made to interest some Foundation in providing the funds necessary to make possible, through joint effort of the above associations, a research study into critical problems, such as mass demonstrations, to determine to what extent they are symptomatic of the needs and/or frustrations of students.

Respectfully submitted,
Dean Lillian A. Comar, Recorder

GROUP III

It was suggested that the Conference open with a discussion of Dr. Cowley's proposal regarding the publishing of a weekly news letter or similar publication. Discussion followed with various Deans making the following comments.

1. Is it possible to make a weekly news letter sufficiently meaningful? Probably it should be attempted as a monthly publication until a basis is established.

2. Previous contacts have been made by some groups with Commission I in regard to this matter at a previous time.

3. The possibility of attempting a publication of this type, first on a regional basis, was suggested.

4. The possibility of interesting the American Council of Education in the project was discussed. It was thought that the Council might be able to coordinate and make possible a common source of information.

5. It was brought out that the 15 groups or associations interested in student personnel aspects might band together in a financing program. This method of financing might be developed along lines presently being used by the American College Alumni Council.

6. Another suggestion was made that possibly a retired Dean, with a desire to be of continued service, might like to serve as editor of such a publication.

CONCLUSION

It was the strong consensus that Dr. Cowley's suggestions about this matter, if carried through, would be a fine forward step for NASPA. The group went on record as approving Dr. Cowley's suggestions and recommends to the executive board that a committee be appointed to explore further this matter.

The group continued with a discussion of Dr. Cowley's remarks in regard to panty raids on college campuses. It was apparent that most members disagreed with his "blessing in disguise" theory. They were concerned over methods of prevention of future raids, and ways and means of combatting those in progress.

All members concurred that mature, well informed student leaders would exert the greatest influence in prevention of this type of action.

One university has adopted the policy of writing to parents explaining the university's position, and its intent to expel participants. Another large university has informed students, Dads' associations, and other groups, that possible suspension may be levied against any student who participates, even if only to a minor extent. Another university attempts to

appeal to responsible student associations such as IFC, AMS, AWS, FTA and others, hoping that they can present the problems to a large segment of the student body. ROTC and NROTC units can be of valuable assistance in leadership against action of this type.

One university was able to prevent further occurrences by meeting with all of the student body living on campus. Men and women were talked to in separate groups by administrators and student leaders.

CONSENSUS

1. "Not a blessing in disguise."
2. Student leadership is the most important factor in control of this type of thing.

Recorder - Joe Huston

GROUP IV

This group had a very good informal discussion, covering the following topics taken from Dr. Cowley's address.

1. There was general agreement that it was impossible to classify an individual into any one category but that he was a composite of two or maybe all three of them.
2. The men felt that with attendance of faculty meetings, working on committees, discussion with faculty members, and reading, that they were better informed than Dr. Cowley gave them credit for.
3. The group approved of some research in regard to raids and riots but did not suggest how it should be done.
4. The idea of having some sort of a communication arrangement between the various organizations dealing in personnel work was approved but no recommendation was made.

Recorder - J. J. Somerville

GROUP V

The chairman suggested that we begin with a consideration of Dr. Cowley's recommendation of the establishment of an overall organization with the fifteen other organizations in the field of student personnel. In the discussion which followed the following points were made:

1. That this was the exact area of Commission I of NASPA, and that while their work was not complete, some progress had been made toward defining the exact relationship of NASPA to other organizations in the field.

2. That Dr. Cowley had over-amplified the problem, that there were at least five different levels of such organizations of such diversity as to make such an organization "as one happy family" impossible, and that it was time for NASPA to become more aggressive, and to extend itself beyond the annual conference status.

3. That more than half of the recommendations of Commission I had not been adopted, some of those adopted had not been followed up, and others shied away from.

4. That Commission I's conclusion was that NASPA represented student personnel administration per se, and that our executive committee meet with the executive committee of ACPA to clarify this point.

5. That the thinking of the ACPA also was that deans of students are the ones who must relate all the agencies doing student personnel administration, and that in the recommendation of Commission I the executive committee of NASPA work with the executive committee of ACPA, we are accepting the responsibility for taking the initiative.

6. That NASPA has gradually been adjusting to the scientifically trained group of student personnel administrators.

7. That with the discernable trend toward relating all student services under deans of students, it is necessary that the concept of student personnel administration be defined, not just by us for us, but for college administration as a whole.

8. That in the process of defining our own purposes

we will tend less to question those of other related agencies in the field of student personnel administration, and that part of our dilemma is over-specialization of our own function.

9. That perhaps a grass-roots approach to Dr. Cowley's suggestion would be the bringing together on each college campus those persons active in any phase of student personnel administration to present digests of significant material in their field of interest.

10. That the records of our organization should be prepared in such a way as would permit their being passed on to top college administration.

11. That NASPA had matured sufficiently as an organization to deserve a full-time staff with budget adequate for the carrying on of its program.

APPENDIX C

OFFICIAL ROSTER OF THOSE IN ATTENDANCE AT
UNIVERSITY OF CALIFORNIA, BERKELEY, CALIFORNIA MEETING

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Abel, E. Glynn	Southwestern of La.	Dean of Men
Allen, James G.	Texas Tech, College	Dean of Student Life
Almli, Mark	St. Olaf College	Dean of Men
Anderson, Donald K.	U. of Washington	Dean of Students
Anthony, Mark	Kent State U.	Asst. to Dean of Men
Atkinson, Byron H.	U.C.L.A.	Assoc. Dean of Stu.
Aumack, Gordon D.	Compton College	Dean of Guidance
Bailey, Donald W.	Sacramento State Coll.	Dean of Students
Baldwin, Frank C.	Cornell University	Dean of Men
Bates, Robert E.	Colorado A & M. College	Dean of Students
Beaty, R. C.	U. of Florida	Dean of Men
Bellquist, Eric C.	UC, Berkely	Asst. Dean of Students
Benz, Stanley C.	San Jose State	Dean of Students
Bergstresser, John L.	San Francisco State	Dean of Students
Biddle, Theodore W.	U. of Pittsburgh	Dean of Men
Bishop, Robert W.	U. of Cincinnati	Dean of Men
Bitner, Harold M.	U. of Hawaii	Dean of Students
Blackburn, Armour J.	Howard University	Dean of Students
Blaesser, Willard W.	U. of Utah	Dean of Students
Boocock, Cornelius B.	Rutgers University	Director of Student Life & Dean of Men
Boslough, W. Ed	Westmont College	Dean of Students
Boyd, Joseph D.	Northwestern Univ.	Dean of Men
Bradshaw, Archie	Fresno Jr. College	Dean of Stu. Pers.
Bradshaw, Ralph	Riverside College	Dean of Men
Brammer, Larry	Sacramento State Coll.	Assoc. Dean of Stu- dent Counseling
Broadbent, Tom L.	UC, Riverside	Dean of Students
Brown, Forrest	Fresno State College	Dean of Students
Brown, Warren O.	U. of Illinois	Assoc. Dean of Stu.
Brubaker, Florence L.	Pasadena City College	Dean of Student Personnel
Brugger, A. T.	U.C.L.A.	Asst. Dean of Students
Burger, William V.	Colo. School of Mines	Dean of Students
Clarke, Joseph C.	Trinity College	Dean of Students & Registrar
Clevenger, J. C.	Washington State Coll.	Dean of Students
Cloyd, E. L.	No. Carolina State Coll.	Dean of Students

Comar, Lillian A.	Hillsdale College	Dean of Women
Corson, Louis D.	U. of Alabama	Dean of Men
Craig, Bill	Stanford University	Dean of Men
Crookston, Burns B.	Univ. of Utah	Asst. Dean of Students
David, Ben E.	Univ. of Utah	Dean of Men
Deakins, Clarence E.	Ill. Inst. of Tech.	Dean of Students
Deal, Gerald V.	Mt. San Antonio	Dean of Men
Dean, James W.	Coe College	Dean of Students
Decker, Charles O.	U. of Idaho	Dir. of Stu. Affairs
Donnelly, Ruth N.	UC, Berkeley	Secy-Treas. Assoc. of Col. & Univ. Housing
Dowling, Leo R.	N.A.F.S.A.	President
Drayson, Ronald D.	LaSierra College	Dean of Students
Duggan, Leo F.	Mich. Coll. of Mining & Technology	Dean of Students
Dunford, Ralph E.	U. of Tennessee	Dean of Students
Durand, Edwin M.	Newark Colleges-Rutgers	Dean of Students
Dushane, Donald M.	U. of Oregon	Dean of Students
Dutton, Thomas B.	UC, Berkeley	Asst. Dean of Students
Eastwood, Floyd R.	Los Angeles State Coll.	Assoc. Dean St. Pers.
Emmet, Thomas A.	U. of Detroit	Asst. Dean of Men
Eppley, Geary	U. of Maryland	Dir. of St. Welfare
Fagan, Rev. Gerard	St. Peter's College	Dir. of St. Pers.
Farrisee, W. J.	Stevens Inst. of Tech.	Dean of Men
Field, Evelyn	E. Los Angeles J.C.	Dean of St. Pers.
Fischer, Donovan D.	Menlo College	Chr. of Guidance & Counseling
Fletcher, Richard R.	Sigma Nu Fraternity	Exec. Sec'y-Elect
Flod, Cyril F.	Coll. Frat. Secretaries Association	President
Fogdall, Vergil S.	Lewis and Clark College	Dean of Students
Flynn, Francis J.	Long Beach State Coll.	Dean of Students
Foy, James E.	Alabama Polytechnic Inst.	Dir. of St. Affairs
Galbraith, Maurie	U. of Ill. Prof. Coll.	Dean of St. Affairs
Gatzke, Herbert	Western Personnel Inst. & Claremont College	Dir. of Student Pers. Services
Gordon, Robert G.	U. of So. California	Counselor of Men
Graham, Jack W.	Southern Illinois U.	Supr. Counseling & Testing
Guillory, Ellis R.	McNeese State Coll.	Dean of Men
Guthrie, William S.	Ohio State U.	Assoc. Dean, Coll. of Arts & Crafts
Gwin, John	Beloit College	Dean of Students

Haack, Arno J.	Washington U.	Dean of Students
Hagie, Daryl	Eastern Washington Coll.	Dean of Students
Hansen, John S.	College of Sequoias	Dean of Students
Harder, Donald F.	UC, Davis	Supr. Counseling & Testing
Harrington, John H.	Los Angeles City Coll.	Asst. Dean, St. Act.
Harris, David L.	Ripon College	Dean of Men
Hawk, Ray	U. of Oregon	Dean of Men
Hendrix, Noble	U. of Miami	Dean of Students
Hocutt, John E.	U. of Delaware	Dean of Students
Holdeman, W.	Oberlin College	Dean of Men
Holmes, J. Clifford	U. of Redlands	Dean of Men
Hood, George W.	Stetson U.	Dean of Men
Huff, Robert P.	Stanford University	Asst. Dean of Men
Huit, M. L.	State U. of Iowa	Counselor to Men
Hulet, Richard E.	U. of Illinois	Asst. Dean of Men
Huston, J. K.	Lewis and Clark Coll.	Dean of Men
Hyink, Bernie	U. of So. California	Dean of Students
Isen, Leo	Bona Fide Reporting Co.	Conf. Reporter
Johnson, Alan W.	San Francisco St. Col.	Assoc. Dean of Stu.
Johnson, Dr. Clyde S.	Phi Kappa Sigma & NIC	Exec. Secy.
Johnson, John E.	Santa Ana College	Dean of Men
Johnson, Lyle H.	Eastern Oregon College	Dir. St. Pers.
Johnstone, Herbert G.	UC Medical Center	Dean of Students
Kamm, Robert B.	Texas A & M	Dean of Basic Div. & St. Pers. Services
Keane, Father J.	Loyola University	Dean of Men
Kelley, Rev. Raymond	U. of Santa Clara	V.P. for St. Affairs
King, Tom	Michigan State U.	Dean of Students
Kluge, Donald A.	Ill. State Normal U.	Asst. Dean of Men
Knox, Carl W.	Miami U., Ohio	Dean of Men
Kratochvil, Millard R.	Iowa State	Actg. Dir. St. Affairs
Kenney, A. L.	U. of Wyoming	Dean of Men
Levinson, Margaret	Bakersfield College	Dean of Students
Lloyd, Wesley P.	Brigham Young U.	Dean of Students
Longnecker, Mayne	Southern Methodist U.	Dean of Students
Longshore, K. Wallace	U.S.N.S.A.	Vice President
Maddaford, Hamilton	El Camino J.C.	Asst. Dir. of St. Pers.
Mallett, Donald R.	Purdue Univ.	Exec. Dean
Malm, Ivan C.	Fullerton J. C.	Dean of Men
Marsh, J. Don	Wayne Univ.	Dir. of St. Activities
Martin, Leslie L.	U. of Kentucky	Dean of Men
Martin, Robert S.	San Jose State Coll.	Assoc. Dean of Students
Martinez, Frank R.	Citrus J. C.	Dean of St. Activities

Matthews, Jack	U. of Missouri	Dean of Students
Medesy, William A.	U. of New Hampshire	Assoc. Dean of Stu.
Melvin, Harold W.	Northeastern U.	Dean of Students
Metcalf, Harold	U. of Chicago	Dean of Students
Miller, Joe W.	Northwestern U.	Assoc. Dean of Stu. & Dir. of Stu. Affairs
Miller, William H.	UC, Berkeley & NAFSA	Asst. Foreign St. Adv.
Moove, Father F.	U. of San Francisco	Dean of Students
Musser, Malcolm E.	Bucknell U.	Dean of Men
McAuley, Ray, S.J.	Marquette U.	V.P. of Stu. Affairs
McBride, Guy T., Jr.	Rice Institute	Dean of Students
McCartan, Arthur E.	Washington State Coll.	Assoc. Dean of Stu.
McCarthy, Eugene D., S.J.	College of the Holy Cross	Dean of Men
McGown, H.Y.	U. of Texas	Dean of Stu. Services
McGinnis, Benjamin G.	Kent State U.	Asst. Dean of Men
McKenzie, John F.	Boston U.	Dean of Men
McLeod, James C.	Northwestern U.	Dean of Students
McMasters, William H.	Los Angeles Harbor J.C.	Dean of Admissions & Guidance
Neel, Samuel R.	Florida State U.	Dean of Men
Nelson, Harry R.	U. of Southern Calif.	St. Activities Adviser
Nichol, H. G.	N.I.C.	Chairman
Nowotny, Arno	U. of Texas	Dean of Stu. Life
Nygreen, Glen T.	Kent State U.	Dean of Men
O'Flynn, Anthony C. S.J.	Loyola U.	Dean of Students
Page, Frank L.	Ventura College	Dean of Men
Patzner, Roland D.	Kent State U.	Asst. to Dean of Men
Penberthy, W. L.	Texas A. and M.	Head Dept. of Student Activities
Pershing, John J.	Georgia Tech	Assoc. Dean of Student
Peters, George B.	U. of Pennsylvania	Dean of Men
Pike, C. Milton, Jr.	Northern Ill. State Col.	Dean of Men
Poling, Dan W.	Oregon State College	Dean of Men
Quaw, Gene	Louisiana State U.	Asst. to Dean of Men
Rebhahn, Father Robert, J. J.	Seattle U.	Dean of Men
Reid, J. Juan	Colorado College	Dean of Men
Reinstedt, Robert N.	Whittier College	Dean of Students
Roberts, O. D.	Purdue U.	Dean of Men
Rock, Rev. Joseph A. S. J.	Georgetown U.	Dir. of Student Personnel

Rollins, J. Leslie	Harvard Grad. School of Business Admin.	Asst. Dean
Ross, Mylin H.	Ohio State U.	Dean of Men
Russell, John D.	Menlo College	Director
Schleibaum, William J.	Compton College	Dean of Men
Scott, Warren B.	U. of Redlands	Asst. Dean of Men
Sevrinson, C. A.	No. Dak. Agric. Coll.	Dean
Shaffer, Robert A.	Indiana U.	Dean of Students
Shepard, William F.	U.C., Berkeley	Assoc. Dean of Stu.
Shofstall, W. P.	Arizona State	Dean of Students
Shontz, Howard B.	U.C., Davis	Registrar & Admission Officer
Simes, Frank J.	Penn State	Dean of Men
Sloan, Merl F.	El Camino J.C. Dist.	Dir. of St. Pers.
Slonaker, Louis	U. of Arizona	Dean of Men
Smith, Elden T.	Bowling Green State U.	Dir. of St. Life & Services
Smith, Mark W.	Denison U.	Dean of Men
Snoke, Martin	U. of Minnesota	Acting Dean of Stu.
Somerville, J. J.	Ohio Wesleyan U.	Dean of Men
Spolyar, Lud	Long Beach State Coll.	Coordinator of Stu. Activities
Sprandel, W. B.	Albion College	Dean of Men
Stacey, Hedley	Fresno State College	Dir. of Counseling
Stafford, E. E.	U. of Illinois	Dean of Men
Stalnaker, John M.	Natl. Merit Scholar- ship Corp.	President
Stewart, Harold E.	Wayne U.	Dean of Students
Stibbs, John H.	Tulane U.	Dean of Students
Stielstra, William	Alma College	Dean of Men
Stone, Brinton H.	Berkeley	
Stone, Hurford E.	U.C., Berkeley	Dean of Students
Strick, Dale E.	Carnegie Inst. of Tech.	Coordinator of Student Activities
Sullivan, Ben	U. of Wisconsin	Dir. Stu. Pers. Services
Switzer, J. R.	Mississippi Southern College	Dean of Student Welfare
Thompson, Jorgen S.	Augustana College	Dean of Men
Truitt, John W.	Michigan State U.	Dir. of Men's Div. Dean of Student Office
Trusler, V. T.	Kansas State Teachers	Dean of Men
Tucker, Leslie H.	Bradley U.	Dean of Students
Van Derbur, Francis S.	N.I.C.	Vice Chairman

Van Valkenburg, Susan Los Angeles City Coll. Dean of Stu. Pers.

Waldo, Robert G.	U. of Washington	Dean of Men
Walter, Lowell M.	San Jose State Coll.	Counselor
Weaver, Fred H.	U. of No. Carolina	Dean of Stu. Affairs
Weir, John R.	Calif.Inst.of Tech.	Dir.of Stu.Counseling
Weir, William C.	U.C., Davis	Acting Dean of Stu.
Weithoff, Val.	Porterville College	Dean of Students
Williamson, James E.	U. of Houston	Dean of Men
Winbigler, H. Donald	Stanford U.	Dean of Students
Woodruff, Laurence C.	U. of Kansas	Dean of Students
Wright, Ralph W.	Kansas State Teachers	Dean of Men
Wulk, Jerry	U. of So. California	Interfrat. Counselor
Yanitelli, Victor R.	Fordham U.	Dir. of Student
S. J.		Personnel Services
Yott, Joseph H.	U. of Detroit	Asst. to Dean of Men
Yuthas, Jack	Colorado A. & M. Coll.	Coordinator of Activ.
Zillman, Theodore W.	U. of Wisconsin	Dean of Men
Zinn, Bennie A.	A. & M. Coll.of Texas	Head of Dept. of Student Affairs

ROSTER OF LADIES GROUP (Wives)

Mrs. E. Glynn Abel	Mrs. Thomas B. Dutton
Mrs. James G. Allen	Mrs. Geary Eppley
Mrs. Mark Alml	Mrs. W. J. Farrisee
Mrs. Donald K. Anderson	Mrs. Maurie Galbraith
Mrs. Gordon D. Aumack	Mrs. Jack W. Graham
Mrs. Frank C. Baldwin	Mrs. Ellis R. Guillory
Mrs. Robert E. Bates	Mrs. John Gwin
Mrs. Eric C. Bellquist	Mrs. Arno J. Haack
Mrs. Armour J. Blackburn	Mrs. David L. Harris
Mrs. Cornelius B. Boocock	Mrs. Ray Hawk
Mrs. Archie Bradshaw	Mrs. Noble Hendrix
Mrs. Ralph Bradshaw	Mrs. John E. Hocutt
Mrs. Warren O. Brown	Mrs. W. Holderman
Mrs. J. C. Clevenger	Mrs. M. L. Huit
Mrs. E. L. Cloyd	Mrs. Richard E. Hulet
Mrs. Burns B. Crookston	Mrs. Bernie Hyink
Mrs. Charles O. Decker	Mrs. Clyde S. Johnson
Mrs. Ralph E. Dunford	Mrs. Lyle H. Johnson
Mrs. Edwin M. Durand	Mrs. Robert B. Kamm
Mrs. Donald M. Dushane	Mrs. A. L. Kenney

Mrs. Mayne Longnecker
Mrs. Donald R. Mallett
Mrs. Leslie L. Martin
Mrs. Jack Matthews
Mrs. William A. Medesy
Mrs. Harold Metcalf
Mrs. Guy T. McBride,
Mrs. Arthur E. McCartan
Mrs. H. Y. McGown

Mrs. H. G. Nichol
Mrs. Arno Nowotny

Mrs. W. L. Penberthy
Mrs. John J. Pershing
Mrs. George B. Peters
Mrs. C. Milton Pike

Mrs. O. D. Roberts
Mrs. Mylin Ross
Mrs. Robert A. Shaffer
Mrs. William F. Shepard
Mrs. W. P. Shofstall
Mrs. Frank J. Simes
Mrs. Merl F. Sloan
Mrs. Elden T. Smith
Mrs. J. J. Somerville
Mrs. E. E. Stafford
Mrs. William Stielstra
Mrs. Brinton H. Stone

Mrs. Jorgen S. Thompson
Mrs. V. T. Trusler
Mrs. Francis S. Van Derbur
Mrs. Robert G. Waldo

Mrs. William C. Weir
Mrs. Val Weithoff
Mrs. James E. Williamson
Mrs. H. Donald Winbigler
Mrs. Jerry Wulk
Mrs. Jack Yuthas
Mrs. Theodore W. Zillman
Mrs. Bernie A. Zinn

APPENDIX D

SUMMARY OF PREVIOUS MEETINGS

Meet- ing	Year	Pres- ent	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S.H. Goodnight	L.A. Strauss
2	1920	9	Urbana, Illinois	T.A. Clark	S.H. Goodnight
3	1921	16	Iowa City, Iowa	T.A. Clark	S.H. Goodnight
4	1922	20	Lexington, Kentucky	E.E. Nicholson	S.H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E.E. Nicholson
6	1924	29	Ann Arbor, Michigan	J.A. Bursley	E.E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F.F. Bradshaw
8	1926	46	Minneapolis, Minn.	C.R. Melcher	F.F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F.F. Bradshaw
10	1928	50	Boulder, Colorado	S.H. Goodnight	F.M. Dawson
11	1929	75	Washington, D. C.	C.B. Culver	V.I. Moore
12	1930	64	Fayetteville, Ark.	J.W. Armstrong	V.I. Moore
13	1931	83	Knoxville, Tenn.	W.J. Sanders	V.I. Moore
14	1932	40	Los Angeles, Calif.	V.I. Moore	D.H. Gardner
15	1933	55	Columbus, Ohio	C.E. Edmondson	D.H. Gardner
16	1934	61	Evanston, Illinois	H.E. Lobdell	D.H. Gardner
17	1935	56	Baton Rouge, La.	B.A. Tolbert	D.H. Gardner
18	1936	92	Philadelphia, Pa.	W.E. Alderman	D.H. Gardner
19	1937	80	Austin, Texas	D.S. Lancaster	D.H. Gardner
20	1938	164	Madison, Wisconsin	D.H. Gardner	F.H. Turner
21	1939	87	Roanoke, Virginia	D.H. Gardner	F.H. Turner
22	1940	58	Albuquerque, N.Mex.	F. J. Findlay	F.H. Turner
23	1941	100	Cincinnati, Ohio	J.J. Thompson	F.H. Turner
24	1942	114	Urbana, Illinois	L.S. Corbett	F.H. Turner
25	1943	101	Columbus, Ohio	J.A. Park	F.H. Turner
26	1944	96	Chicago, Illinois	J.H. Julian	F.H. Turner
27	1945	Due to Office of Defense Transportation -			No Meeting held
28	1946	142	Lafayette, Indiana	Earl J. Miller	F.H. Turner
29	1947	170	Ann Arbor, Michigan	Arno Nowotny	F.H. Turner
30	1948	173	Dallas, Texas	E.L. Cloyd	F.H. Turner
31	1949	217	Highland Park, Ill.	J. H. Newman	F.H. Turner
32	1950	210	Williamsburg, Va.	L.K. Neidlinger	F.H. Turner
33	1951	222	St. Louis, Missouri	W.P. Lloyd	F.H. Turner
34	1952	180	Colo. Springs, Colo.	A. Blair Knapp	F.H. Turner
35	1953	245	East Lansing, Mich.	V.F. Spathelf	F.H. Turner
36	1954	231	Roanoke, Virginia	R.M. Strozier	F.H. Turner
37	1955	230	Lafayette, Indiana	J.H. Stibbs	F.H. Turner
38	1956	201	Berkeley, California	J.E. Hocutt	F.H. Turner

APPENDIX E

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS
 ROSTER OF MEMBERS - April 27, 1956

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Agricultural and Mechanical College of Texas	College Station, Texas	W. L. Penberthy
Akron, University of	Akron 4, Ohio	Robert B. Kamm, Dean of Stu. Pers. Services
Alabama Polytechnic Institute	Auburn, Alabama	Donfred H. Gardner, Dean of Administration
Alabama, University of	University, Alabama	James E. Foy, Director of Student Affairs
Alaska, Univ. of	College, Alaska	Louis D. Corson, Dean of Students
Albion College	Albion, Michigan	William Cashen
Alfred University	Alfred, New York	W. B. Sprandel
Allegheny College	Meadville, Pa.	Fred H. Gertz
Alma College	Alma, Michigan	C. W. McCracken
American University	Washington, D. C.	William Stielstra
Anderson College & Theological Seminary	Anderson, Indiana	Director of Stu. Relations
Arizona State Coll.	Tempe, Arizona	Adam W. Miller, Men's Counselor
Arizona, Univ. of	Tucson, Arizona	W. P. Shofstall
Arkansas State	State College, Ark.	A. Louis Slonaker
Arkansas, University of	Fayetteville, Arkansas	Robert Moore
Augustana College	Sioux Falls, South Dakota	John Earl Shoemaker
Baker University	Baldwin, Kansas	D. Whitney Halladay, Dean of Students
Ball State Teachers College	Muncie, Indiana	Jorgen S. Thompson
Baylor University	Waco, Texas	Benjamin A. Gessner
Beloit College	Beloit, Wisconsin	Howard G. Johnshoy, Dean of Student Affairs
Berea College	Berea, Kentucky	Monroe S. Carroll, Provost
Boston College	Boston, Mass.	John P. Gwin, Dean of Students
Boston University	Boston, Mass.	James P. Orwig
Bowling Green State University	Bowling Green, Ohio	Francis B. McManus, S.J.
		John F. McKenzie
		Verne C. Edmunds, Assistant Dean
		Arch B. Conklin, Dean of Students

Bradley University	Peoria, Illinois	Leslie H. Tucker, Dean of Students
Brandeis University	Waltham, Mass.	Shepherd Brooks
Brigham Young University	Provo, Utah	Wesley P. Lloyd, Dean of Students
Brown University	Providence 12, Rhode Island	Samuel T. Arnold, Provost E. R. Durgin, Dean of Students
Bucknell University	Lewisburg, Pa.	Malcolm E. Musser
Butler University	Indianapolis, Ind.	Henry A. Johnson
California Institute of Technology	Pasadena, California	Paul C. Eaton Dean of Students
California, Univ. of	Berkeley, Calif.	H.E. Stone, Dean of Stu.
California, Univ. of	Davis, Calif.	Lysle D. Leach, Dean of Students
California, Univ. of	Los Angeles, Calif.	Byron Atkinson, Assoc. Dean of Students
California, Univ. of	Riverside, Calif.	Thomas L. Broadbent, Dean of Students
California, Univ. of	San Francisco, (Medical Center) California	Herbert G. Johnstone, Dean of Students
California, Univ. of	Santa Barbara Coll. Goleta, Calif.	Lyle G. Reynolds
Canisius College	Buffalo, New York	Joseph T. Clark, S.J. Director of Student Personnel Services
Capital University	Columbus, Ohio	Earl Papke
Carleton College	Northfield, Minn.	Frank R. Kille, Dean of the College
Carnegie Institute of Technology	Pittsburgh 13, Pennsylvania	Merrill E. Jarchow Douglas Miner, Director of Personnel & Welfare
Carroll College	Waukesha, Wisconsin	Sumner J. House
Carthage College	Carthage, Illinois	LeRoy H. Giles, Dean of Students
Case Institute of Technology	Cleveland, Ohio	Richard W. Waite, Addistant to the Dean
Central Michigan College of Education	Mount Pleasant, Michigan	Daniel J. Sorrells, Dean of Students
Chicago, University of	Chicago 37, Illinois	Robert M. Strozier, Dean of Students
Cincinnati, Univ. of	Cincinnati 21, Ohio	Robert W. Bishop
City College of N.Y.	New York, New York	Daniel F. Brophy
Clarkson College of Technology	Potsdam, New York	Philip Price, Dean of Students

Coe College	Cedar Rapids, Iowa	James W. Dean, Dean of Students
Colgate University	Hamilton, New York	Carl A. Kallgren
Colorado Agricultural & Mechanical College	Fort Collins, Colorado	Robert E. Bates, Dean of Students
Colorado College	Colorado Springs, Colorado	Juan Reid
Colorado School of Mines	Golden, Colorado	W. V. Burger, Dean of Students
Colorado, University of	Boulder, Colorado	Clifford Houston, Dean of Students
Columbia University	New York 27, N.Y.	Harry G. Carlson
Concordia Teachers College	River Forest, Illinois	N. M. McKnight
Cooper Union, The	New York 3, N.Y.	Carl Halter, Dean of Students
Cornell University	Ithaca, New York	Herbert F. Roemmele
Culver-Stockton College	Canton, Missouri	Frank C. Baldwin
		Richard B. Mease
Dartmouth College	Hanover, N. H.	Joseph L. McDonald
Delaware, University of	Newark, Delaware	John E. Hocutt, Dean of Students
Denison University	Granville, Ohio	Mark W. Smith
Denver, University of	Denver, Colorado	Daniel Feder, Dean of Students
DePaul University	64 East Lake Street Chicago, Illinois	T. J. Wangler, C. M. Vice Pres. of Student Personnel Services
DePauw University	Greencastle, Indiana	Lawrence A. Riggs, Dean of Students
		David W. Robinson, Asst. Dean of Students
Detroit, University of	Detroit 21,	Thomas A. Emmet, Asst. Dean of Men
Dickinson College	Carlisle, Pa.	Amos B. Horlacher
Doane College	Crete, Nebraska	John X. Jamrich, Dean of the College
Drake University	Des Moines 11, Iowa	Robert J. Kibbee, Dean of Students
Drexel Institute of Technology	Philadelphia, Pennsylvania	William E. Toombs
Drury College	Springfield, Mo.	Edwin J. Stillings
Duke University	Durham, No. Carolina	Robert B. Cox
Duquesne University	Pittsburgh, Pennsylvania	F. J. McNamara

East Texas State Teachers College	Commerce, Texas	J. W. Rollins
Eastern Illinois State College	Charleston, Illinois	Rudolph D. Anfinson, Dean of Students
Eastern Washington College of Education	Cheney, Washington	Daryl Hagie, Dean of Students
Emory University	Emory University, Georgia	E. H. Rece
Evansville College	Evansville, Indiana	Robert V. Thompson, Dean of Students
Fisk University	Nashville, Tennessee	William T. Green, Assoc. Dean of Men
Florida Agric. and Mechanical College	Tallahassee, Florida	B. L. Perry
Florida Southern College	Lakeland, Florida	J. A. Battle, Dean of Students
Florida State University	Tallahassee, Florida	R. R. Oglesby, Dean of Students
Florida, University of	Gainesville, Florida	R. C. Beaty, Dean of Students
Fordham University	New York 58, New York	Victor R. Yanitelli, S.J., Director of Student Personnel Services
Franklin and Marshall College	Lancaster, Pennsylvania	Richard H. Winters, Dean of Students
Fresno State College	Fresno 4, California	Forrest D. Brown, Dean of Students
Georgetown University	Washington 7, D.C.	Joseph A. Rock, S.J. Dir. of Stu. Personnel
George Washington University	Washington, D. C.	Donald Faith, Director of Men's Activities
Georgia Institute of Technology	Atlanta, Georgia	George C. Griffin, Dean of Students
Georgia, University of	Athens, Georgia	Joseph A. Williams, Dean of Students
Gettysburg College	Gettysburg, Pa.	William Tate
Grinnell College	Grinnell, Iowa	Robert H. Fryling
Grove City College	Grove City, Pa.	Harry A. Grace
		Robert D. McKay
Hanover College	Hanover, Indiana	Lee Copple
Harvard College	Cambridge, Massachusetts	Delmar Leighton, Dean of Students
Hastings College	Hastings, Nebraska	F. E. Weyer

Hawaii, University of Henderson State Teachers College Hillsdale College Hiram College Houston, Univ. of Howard University	Honolulu, Hawaii Arkadelphia, Arkansas Hillsdale, Michigan Hiram, Ohio Houston, Texas Washington, D. C.	Harold Bitner, Dean of Student Personnel Paul W. Cauffiel, Dean of Students E. Robert Chable, Direc- tor of Stu. Personnel (Dean of Men) J. E. Williamson A. J. Blackburn, Dean of Students R. Glenn Massengale
Huntingdon College	Montgomery, Alabama	
Idaho, College of	Caldwell, Idaho	S. Gene Odle, Director of Student Personnel
Idaho, University of	Moscow, Idaho	Charles O. Decker, Dir. of Student Affairs
Illinois Institute of Technology	Chicago 16, Illinois	Clarence E. Deakins, Dean of Students
Illinois State Normal University	Normal, Illinois	R. H. Linkins
Illinois, University of	Urbana, Illinois	Fred H. Turner, Dean of Students
Illinois Wesleyan University	Bloomington, Illinois	Jack Horenberger, Adviser for Men
Indiana University	Bloomington, Indiana	Robert H. Shaffer, Dean of Students
Iowa State College	Ames, Iowa	Millard R. Kratochvil
Iowa, State University of	Iowa City, Iowa	L. Dale Faunce, Dean of Students Marion L. Huit
Kansas State College	Manhattan, Kansas	Herbert J. Wunderlich, Dean of Students
Kansas State Teachers College	Emporia, Kansas	Victor T. Trusler
Kansas State Teachers College	Pittsburg, Kansas	Eugene Dawson, Dean of Students
Kansas, University of	Lawrence, Kansas	Laurence C. Woodruff, Dean of Students
Kent State University	Kent, Ohio	Glen T. Nygreen
Kentucky, University of	Lexington 29, Kentucky	Leslie L. Martin
Knox College	Galesburg, Illinois	W. Lyle Willhite, Dean of Students

Lafayette College	Easton, Pa.	Frank R. Hunt
Lake Forest College	Lake Forest, Ill.	Howard Hoogesteger
Lawrence College	Appleton, Wisconsin	Alexander R. Cameron, Dean of Students
		Edwin Schoenberger, Dean of Students, Institute of Paper Chemistry
Lehigh University	Bethlehem, Pennsylvania	Wray H. Congdon, Dean of Students
Lewis and Clark College	Portland, Oregon	Vergil Fogdall, Dean of Students
Long Beach State College	Long Beach 15, California	Francis J. Flynn, Dean of Students
Louisiana Poly- technic Institute	Ruston, Louisiana	S. X. Lewis
Louisiana State University	Baton Rouge, Louisiana	Arden O. French
Louisville, Univ. of	Louisville, Kentucky	Dave Lawrence
Loyola University	New Orleans, La.	Anthony C. O'Flynn, S.J.
Loyola University	Los Angeles, Calif.	Joseph T. Keane, S.J.
Maine, Univ. of	Orono, Maine	John E. Stewart
Maritime College	Fort Schuyler, New York, New York	Arthur J. Spring, Dean of Students
Marquette University	Milwaukee, Wisconsin	R. R. McAuley, S.J.
Marshall College	Huntingdon, W. Va.	Harold Willey
Maryland, University of	College Park, Maryland	Geary Eppley, Director of Student Welfare
Massachusetts Insti- tute of Technology	Cambridge, Massachusetts	E. Francis Bowditch, Dean of Students
Massachusetts, University of	Amherst, Massachusetts	Robert S. Hopkins, Jr.
McNeese State College	Lake Charles, Louisiana	Ellis Guillory, Director of Housing
Mercer University	Macon, Georgia	Richard C. Burts, Jr.
Miami University	Oxford, Ohio	Carl W. Knox
Miami, University of	Coral Gables, Florida	Noble B. Hendrix, Dean of Students
		Ben E. David
Michigan College of Mining & Technology	Houghton, Michigan	L. F. Duggan, Dean of Students
Michigan State Univ.	East Lansing, Mich.	Tom King, Dean of Stu.
Michigan, University of	Ann Arbor, Michigan	Erich A. Walter, V.P.
Middlebury College	Middlebury, Vermont	W. B. Rea, Dean of Stu.
		W. Storrs Lee, Dean of Students
Millsaps College	Jackson, Mississippi	J. E. McCracken, Dean of Students

Minnesota, University of Minnesota, Univ. of Mississippi Southern College Mississippi, Univ. of Missouri, University of Montana State College Montana State Univ.	Minneapolis, Minnesota Duluth 5, Minn. Hattiesburg, Mississippi University, Miss. Columbia, Missouria Bozeman, Montana Missoula, Montana	E. G. Williamson, Dean of Students C. W. Wood, Director J. R. Switzer R. Malcolm Guess Jack Matthews, Dean of Students Val Glynn, Dean of Stu. Andrew Cogswell, Acting Dean of Students Clifton S. Jackson, Northern Montana Col- lege, Havre, Montana Earl C. Davis, Director of Student Personnel Marlyn D. Rader Sherwood R. Mercer J. P. Colbert, Dean of Student Affairs Clinton B. Gass William D. Carlson, Dean of Stu. Affairs Frank A. Grammer William A. Medesy Ray A. Farmer, Dean of Student Affairs Howard V. Mathany William Bush Baer, Dean of the University Ed Cloyd, Dean of Students Fred H. Weaver, Dean of Student Affairs C. A. Sevrinson Charles L. Lewis Harold W. Melvin, Dean of Students Ernest E. Hanson
Montclair State Teachers College Moravian College Muhlenberg College	Montclair, New Jersey Bethlehem, Pa. Allentown, Pa.	
Nebraska, University of Nebraska Wesleyan University	Lincoln 8, Nebraska Lincoln, Nebraska	
Nevada, University of Newark College of Engineering New Hampshire, University of	Reno, Nevada Newark 2, New Jersey Durham, New Hampshire	
New Mexico Highlands University New Mexico, University of New York University	Las Vegas, New Mexico Albuquerque, New Mexico New York, New York	
North Carolina State College North Carolina, University of North Dakota Agricultural College North Dakota, University of Northeastern University Northern Illinois State Teachers College	Raleigh, North Carolina Chapel Hill, North Carolina Fargo, North Dakota Grand Forks, North Dakota Boston, Massachusetts DeKalb, Illinois	

Northwestern State College Northwestern University	Natchitoches, Louisiana Evanston, Illinois	Dudley G. Fulton, Dir. of Student Relations James C. McLeod, Dean of Students
Oberlin College Ohio State University Ohio University	Oberlin, Ohio Columbus, Ohio Athens, Ohio	W. Dean Holdeman Mylin H. Ross Maurel Hunkins Philip L. Peterson, Associate Dean J. J. Somerville J. N. Baker, Dean of Student Affairs Donald G. Osborn
Ohio Wesleyan Univ. Oklahoma A. & M. College Oklahoma Baptist University Oklahoma City University Oklahoma, Univ. of Omaha, University of Oregon State College Oregon, University of	Delaware, Ohio Stillwater, Oklahoma Shawnee, Oklahoma Oklahoma City, Oklahoma Norman, Oklahoma Omaha, Nebraska Corvallis, Oregon Eugene, Oregon	George H. Ryden (Dean of Students) Jay B. MacGregor, Dean of Students Dan Poling Donald M. DuShane, Dir. of Student Affairs N. Ray Hawk Romeo Legault, O.M.I.
Ottawa, University of	Ottawa, Canada	
Pacific, College of the Park College	Stockton 27, California Parkville, Missouri	Edward S. Betz W. B. Dunseth, V.P. Harry J. Miller, Dean of Students Philip E. Young, Dean of Students Frank J. Simes
Parsons College	Fairfield, Iowa	George B. Peters
Pennsylvania State University Pennsylvania University of Pittsburgh, University of Polytechnic Insti- tute of Brooklyn Princeton University Principia, The Puerto Rico, University of Purdue University	State College, Pennsylvania Philadelphia, Pennsylvania Pittsburgh, Pennsylvania Brooklyn 2, New York Princeton, N.Jersey Elsah, Illinois Mayaguez, Puerto Rico Lafayette, Indiana	Theodore W. Biddle Henry Q. Middendorf, Dean of Students William D'O. Lippincott John W. Rawsthorne Jose A. Franceschini, Dir. of Stu.Services Donald R. Mallett

Queens College	Flushing 67, New York	George P. Spitz, Jr. Assoc. Dean of Student
Redlands, University of Rensselaer Poly- technic Institute	Redlands, California Troy, New York	Cliff Holmes Richard A. Waite, Jr.
Rhode Island, University of Rice Institute, The	Kingston, Rhode Island Houston, Texas	John F. Quinn Guy T. McBride, Dean of Students
Ripon College	Ripon, Wisconsin	David L. Harris
Rochester, Univ. of	Rochester, New York	H. Pearce Atkins
Rollins College	Winter Park, Fla.	Joseph Justice, Act. Dean
Rutgers University	New Brunswick, New Jersey	Cornelis B. Boocock Edgar G. Curtin, Associate Dean
San Francisco State College	San Francisco 27, California	John L. Bergstresser, Dean of Students
San Francisco, University of	San Francisco 17, California	Francis A. Moore, S.J.
San Jose State College	San Jose, California	Stanley C. Benz, Dean of Students
Santa Clara, University of	Santa Clara, California	Robert Martin Raymond Kelley, S.J.
St. John's University	Collegeville, Minn.	Boniface J. Axtman
St. Lawrence Univ.	Canton, New York	George K. Brown
St. Olaf College	Northfield, Minn.	Mark Alml
St. Peter's College	Jersey City New Jersey	Gerard Fagan, S.J., Dir. of Stu. Personnel
South Carolina, University	Columbia, South Carolina	J. B. Jackson
South Dakota, University of	Vermillion, South Dakota	Howard Connors
Southeastern Louisiana College	Hammond, Louisiana	L. E. Chandler, Dean of the Div'n. of Stu. Life
Southern California, University of	Los Angeles, California	Bernard L. Hyink, Dean of Students
Southern Illinois University	Carbondale, Illinois	I. Clark Davis
Southern Methodist University	Dallas 5, Texas	Mayne Longnecker, Dean of Students
Southwestern College	Winfield, Kansas	Donald L. Colburn, Counselor of Men

Southwestern Louisiana Institute	Lafayette, La.	E. Glynn Abel
Springfield College	Springfield, Mass.	R. William Cheney
Spring Hill College	Spring Hill, Ala.	C. F. Lynette, S.J.
Stanford University	Stanford, California	H. Donald Winbigler, Dean of Students
State Teachers College	Mankato, Minnesota	G. R. Schwartz, Dir. of Student Personnel
State University Teachers College	Buffalo, New York	Gordon J. Klopff, Dean of Students
State University Teachers College	Cortland, New York	A. W. Baisler, Dean of Students
State University Teachers College	Fredonia, New York	Joseph E. Gould
State University Teachers College	Geneseo, New York	Gerald Saddlemire, Dean of Students
State University Teachers College	Oneonta, New York	Clifford J. Craven Dean of Students
State University Teachers College	Oswego, New York	Norman E. Whitten
Stetson University, John B.	DeLand, Florida	George W. Hood
Stevens Institute of Technology	Hoboken, New Jersey	William J. Farrisee
Swarthmore College	Swarthmore, Pa.	Everett Hunt
Syracuse University	Syracuse 10, New York	Frank Piskor, Vice President
Taylor University	Upland, Indiana	Paul Uhlinger, Dean of Students
Temple University	Philadelphia, Pennsylvania	John A. Brown, Jr., Vice President
Tennessee, Univ. of	Knoxville, Tenn.	R. E. Dunford
Texas College of Arts & Industries	Kingsville, Texas	(Dean of Men)
Texas Technological College	Lubbock, Texas	James G. Allen
Texas, University of	Austin 12, Texas	Arno Nowotny, Dean of Student Life
Toledo, University of	Toledo 6, Ohio	Jack Holland
Trinity College	Hartford, Connecticut	Donald S. Parks, Personnel Director
Tulane University	New Orleans, Louisiana	Joseph C. Clarke, Dean of Students
Tulsa, University of	Tulsa 4, Oklahoma	John H. Stibbs, Dean of Students
		Dan Wesley, Counselor to Men

Union College	Lincoln, Nebraska	M.S. Culver
Union College	Schenectady, N.Y.	C. W. Huntley
Union University	Jackson, Tennessee	Walter H. Kruschwitz, Dir. of Resident Stu.
Utah State Agri- cultural College	Logan, Utah	Ellvert H. Himes, Dean of Students
Utah, University of	Salt Lake City 1, Utah	W. W. Blaesser, Dean of Students
Valparaiso University	Valparaiso, Indiana	Luther P. Koepke
Vanderbilt University	Nashville, Tennessee	O. C. Carmichael, Jr., Dean of Students Albert S. Thompson, Chief of Counselors
Vermont, Univ. of	Burlington, Vermont	Alan Coutts
Virginia Polytechnic Institute	Blacksburg, Virginia	Joe W. Guthridge, Dir. of Student Affairs
Virginia, University of	Charlottesville, Virginia	B.F.D. Runk, University Adviser to Students
Washburn University of Topeka	Topeka, Kansas	Lester E. Smith, Dean of Students
Washington and Lee University	Lexington, Virginia	Frank J. Gilliam, Dean of Students
Washington, State College of	Pullman, Washington	J. C. Clevenger, Dean of Students
Washington University	St. Louis, Missouri	Arno J. Haack, Dean of Students
Washington, University of	Seattle, Washington	Donald K. Anderson, Dean of Students
Wayne University	Detroit 1, Michigan	Harold Stewart, Dean of Student Affairs
Western Michigan College of Education	Kalamazoo, Michigan	J. Towner Smith
Western Reserve University	Cleveland, Ohio	R. A. Griffin, Dean of Students
West Virginia University	Morgantown West Virginia	Joseph C. Gluck, Dir. of Student Affairs
Wheaton College	Wheaton, Illinois	Arthur H. Volle, Dean of Students
Wichita, University of	Wichita, Kansas	James K. Sours, Director of Student Services
William and Mary, College	Williamsburg, Virginia	Joe Farrar

Wisconsin, University of	Madison 6, Wisconsin	Kenneth Little, V.Pres. Theodore W. Zillman Ben A. Sullivan, Dir. of Student Personnel Services, Milwaukee, Wisconsin
Wittenberg College	Springfield, Ohio	John N. Stauffer, Dean of Students
Wooster, College of Wyoming, University of	Wooster, Ohio Laramie, Wyoming	Ralph A. Young A. L. Kenney
Xavier University	Cincinnati, Ohio	P. H. Ratterman, S.J.

HONORARY MEMBER

H. Roe Bartle, 1023 Grand Avenue, Kansas City, Missouri

EMERITUS DEANS

S. E. Crowe, Michigan State University, East Lansing, Michigan
 B. C. Daly, Box 755, Laramie, Wyoming
 A. D. Enyart, Rollins College, Winter Park, Florida
 Floyd Field, 2865 Tupelo Street, S. E., Atlanta 3, Georgia
 Scott H. Goodnight, 1649 Aloma Avenue, Winter Park, Florida
 Garner E. Hubbell, 4635 Brynhurst, Los Angeles 43, California
 T. T. Jones, 1848 McDonald Road, Lexington, Kentucky
 Ray E. Manchester, 208 North Lincoln Street, Kent, Ohio
 Ray C. Pellett, 1519 West Lovell Street, Kalamazoo, Michigan
 T. J. Thompson, University of Nebraska, Lincoln, Nebraska
